

*An experimental follow-up study of social studies teachers  
graduates of Boston University.*

*Burns, J.F.*

*Thesis 1949*

**FOR REFERENCE**

**Do Not Take From This Room**

AN EXPERIMENTAL FOLLOW-UP STUDY  
OF SOCIAL STUDIES TEACHERS,  
GRADUATES OF BOSTON UNIVERSITY

by James F. Burns

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THESIS

AN EXPERIMENTAL FOLLOW-UP STUDY  
OF SOCIAL STUDIES TEACHERS, GRADUATES  
OF BOSTON UNIVERSITY

Submitted by

James F. Burns

(B. S. Boston University, 1949)

In partial fulfillment of the  
requirements for the degree of

MASTER OF EDUCATION

1 9 4 9

First Reader: William H. Cartwright, Assistant Professor of Education

Second Reader: Franklin C. Roberts, Professor of Education

Third Reader: Charles L. Peltier, Instructor in Education

School of education  
Oct 24, 1949  
31627



## DEDICATION

For his invaluable aid, not only in the preparation of this thesis, but in the carrying out of his undergraduate and graduate program as well, the writer wishes to thank Mr. William H. Cartwright, Assistant Professor of Education at Boston University, and to respectfully dedicate this paper to him. To those teachers who spent their valuable time in answering his exhaustive questionnaire, the writer is also extremely grateful.



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## Chapter I

### PURPOSE OF THIS STUDY

When the student at the School of Education goes to his classes to seek information concerning his future position, he is likely to ask, "What, in general, will I be expected to do as a teacher of Social Studies?" He will want to know how many hours he will be expected to spend in the school.

"What subjects, besides Social Studies, will I be expected to teach? Is there any course I may take now, any activity that I may engage in, that will make it easier for me to get a better position when I begin to teach? Should I join the newspaper staff or the football team for greater advantage in obtaining a job later on? What extra duties or, for that matter, what in-school duties, will pay me extra money? How much can I expect to make when I begin to teach? Will it be enough to live on? Would I be wise to obtain my Master's degree before I begin teaching, or should I bother with it at all? How much are new courses, like driving instruction, catching on in the public schools? Will I wind up in a traditional school with few extra-curricular activities, or will there be a variety of worthwhile activities in my school that I may enjoy working at? How do I know that I'd enjoy teaching? What other position might I obtain if I don't care for teaching?"

In order to provide the answers to these and a multitude of other questions that the student is justified in asking, the advisor may refer him to one of the many monographs<sup>1</sup> on teaching at the School of Education library. The student may seek his information at the Placement Service office about graduates who have obtained teaching positions, and discover that the files

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1. for example: Careers, High School Teaching as a Career, number 183, published by The Institute for Research, Chicago, 1948.



are closed, due to the confidential nature of the information secured. He may write to a graduate, and obtain only one side of the picture. He may request the results of follow-up studies which he assumes that a modern School of Education conducts, and discover that there are only a few studies done by Master's candidates in the fields of Business Education<sup>1</sup> and Physical Education<sup>2</sup> but that in Social Studies there are no recent studies at the School of Education.

For information on salaries, he may turn to the Massachusetts Teachers Federation, which conducts frequent studies of salaries in Massachusetts, noting the averages in various towns and cities. He would probably have a difficult time, however, in discovering the starting salaries of his particular group, or the relation of salaries of graduates with B. S. or Master's degrees. The same would be true for many phases of teaching in which the student is interested.

Without doubt, there are many general discussions of various phases of the teaching profession which might give the student hints as to the possibilities in his future position. Chamberlain<sup>3</sup> for example, notes the growing importance of extra-curricular activities in the public school system when he says:

1. Costello, Margaret G., A Survey of the Administration of Extra-Curricular Activities and the Extra-Curricular Activities of Business Teachers, Unpublished Master's Thesis, Boston University, School of Education, 1948.

Josko, William J., A Follow-Up Study of the Business Education Graduates of the University of New Hampshire, Unpublished Master's Thesis, Boston University, School of Education, 1948.

2. Wilson, William H., A Follow-Up Study of Graduates in Health and Physical Education, Service Paper, Boston University, School of Education, 1948.

3. Chamberlain, Leo M., The Teacher and School Organization, New York, Prentice-Hall, Inc., 1936, p. 441

The first of these is the fact that the  
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Such activities are now encouraged and not infrequently initiated by the school authorities themselves, and in any effective school that are under the control and supervision of the faculty. In many instances credit is given for activities commonly described as extra-curricular; special periods have been set aside in the regular schedule for such activities in hundreds of schools; and most able administrators take the position that a portion of such work, at least, should be scheduled as a part of the regular school program.

Coons<sup>1</sup> adds something of a specific nature to the discussion of extra-curricular activities when he lists various types of activities, conducted in school systems, such as Stamp Club, Girls' Harmony Club, Welfare Club, Junior Library Staff Club, Supervision of elections, various dances and fetes, the Class Play, Traffic Squad, Yearbook, etc., all of which the future teacher should become familiar with in order to be successful as a sponsor of extra-curricular activities.

In noting the great importance of the present day extra-curricular program, Schorling<sup>2</sup> says:

Extra-curricular work in its present sweeping dimensions is relatively new. It is an outgrowth of changing social conditions and represents the attempt of the school to serve a need in the student's life and development that the home and community met when our social system was less complex. The extra-curricular program is an important answer to the present demand that the school furnish more than mere academic knowledge, that it really serve as a broad preparation for life. In many schools this program is the approved instrument by which an obsolete and an inadequate curriculum is modified.

From the quotations given above, it is quite evident that extra-curricular activity, as one phase of teaching, is becoming more and more important in the teacher's program. But before the prospective teacher can study extra-curricular activity in other than a general way, he must have more than the general information given above. He should know the requirements, not of

1. Coons, Extra-Curricular Activities in Junior and Senior High Schools, Unpublished Master's Thesis, Boston University, School of Education, 1934.

2. Schorling, Ralieg, The High School Teacher in the Making, Second Experimental Edition, Ann Arbor, Edwards Bros. c. 1931, Unit II, p. 1



all schools in all places in the United States, but of those schools which may be expected to seek his services as a teacher when he graduates. Since he cannot obtain such information except through a study of specific cases, he should be able to know what graduates who have gone before him are expected to teach, and what year-by-year trends are evident in the schools served by the graduates of Boston University School of Education.

As in extra-curricular activities, so in other phases of teaching. Will the teacher be expected to participate in curriculum revision? Chamberlain<sup>1</sup> notes that while most teachers are not expected to engage in curriculum revision, thousands of teachers are engaged in this task, and should be so trained as to be able to assume this all-important responsibility. Should the teacher be aware of current practices in real schools in order to adjust properly, or will his academic and idealistic preparation serve to make the adjustment to the school situation easier than if he accepted sub-standard methods employed in schools where he is likely to teach? Billett<sup>2</sup> emphasizes the need for a teacher to know the school situation where he is expected to teach in order that he may adjust properly to the real life situation in which he finds himself, not the ideal classroom of the University. He says, "He (the new teacher) should realize that he is not fully prepared for real teaching unless he is aware of current realities and problems of secondary-school teaching and has done considerable thinking about the improvement of these realities and about the solution of these problems." In what better way can the student of education secure information about the schools in which he is expected to teach than through follow-up studies conducted in

1. Chamberlain, op. cit. p. 401

2. Billett, Roy O., Fundamentals of Secondary School Teaching, Houghton, Mifflin Co., Boston, 1940, page 185.





cooperation with the teaching graduate and the school where his teaching is being done.

Finally, the prospective teacher may desire to know about the three phases of school life that Roemer<sup>1</sup> regards as all important, that is, the Homeroom, Clubs, and Assemblies. He declares:

The school may even function with a certain degree of success without many of the extra-curricular activities generally carried on in a modern, up-to-date, well-administered junior or senior high school; but few if any schools may be rated among the better ones unless their homerooms, clubs, and assemblies are well organized and administered. These three activities are basic in successful school administration and organization. They are those activities in which practically all teachers should participate and do participate in some manner.

To what extent will the future teacher participate in these things, and how much training is necessary for proper participation? Only by follow-up studies of specific graduates who serve the particular type of school most widely served by Boston University School of Education can the student of education discover the extent to which homerooms, clubs, and assemblies are a part of every teacher's program, and the activities included in these three phases of the new education.

We discover, then, that a year-by-year, extensive and intensive follow-up study is the best answer to the variety of questions that the new student is likely to ask regarding his future occupation. The books on the subject contain many worthwhile hints, but they are not adequate because they must necessarily serve a variety of individuals teaching a variety of subjects in a variety of different teaching situations. To emphasize a point made evident in the old type teaching, they do not make provision for individual differences. Only specific year-by-year follow-up of graduates teaching in

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1. Roemer, Allen and Yarnell, Basic Student Activities, Silver Burdett and Company, New York, 1935, p. iii



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schools where the present students are likely to teach can do that.

But the value of a follow-up study is not restricted to benefits for the student of education. After a carefully prepared, scientifically conducted study of teaching graduates, the school may discover that certain curricular offerings fail to fill the teacher's need that they once did or that other vitally needed subjects or areas are being neglected. A progressive educational institution should not do less than keep in touch with graduates whose professional training at the School of Education has fitted them well or poorly for their teaching positions. To what extent, for example, are Chamberlain<sup>1</sup>, Costello<sup>2</sup>, Roemer<sup>3</sup> correct when they declare that extra-curricular programs are becoming vitally important, but are being neglected by schools of education with academically inclined faculties? What percentage of a Boston University graduate's time is spent in extra-curricular duties in the schools where he teaches? Should his one hundred and twenty hours of training include a similar percentage of extra-curricular duties or training?

A third benefit is derived from the follow-up study when the graduate, having answered the follow-up questionnaire, indicates that he needs help in one or several areas that the school may be able to supply by conference, correspondence, or visit. Bathurst<sup>4</sup> is especially lucid on this point.

Bathurst<sup>5</sup> regards the follow-up service for any college as a great value because of the following reasons:

----- 1. A large majority of teachers colleges, while failing to provide for

1. Chamberlain, op. cit. p. vii

2. Costello, op. cit. p. 6

3. Roemer, op. cit. p.

4. Bathurst, Effie G., A Teachers College Follow-Up Service, Teachers College, Columbia University, Contributions to Education, No. 478, Bureau of Publications, Teachers College, Columbia University, New York City, 1931, p. 20

5. Ibid. p. 5.



follow-up service, agree to the worth of the work.

2. Only through follow-up can the school evaluate its own work.

3. The graduate needs the help of those who understand his problems in adjusting to the new teaching situation.

4. Training courses cannot be adjusted or improved unless the college knows wherein they are lacking.

5. By means of follow-up, the bond between the graduate and his college is strengthened and maintained.

6. By judicious study of the school situation, the college may be able to show the graduate how to apply modern methods to traditional situations without incurring the wrath of the administration, and thus speed up reorganization of school systems.

7. The college, through its efforts to place the best teachers in public schools, and its intention to keep them always well guided, will secure and maintain the good will of the various administrative bodies and of county and state superintendents.

While most colleges agree to the worth of follow-up studies, according to Bathurst<sup>1</sup>, major difficulties stand in the way of the development of such programs. These difficulties that are applicable to Boston University, in order of importance, include: 1. expense; 2. lack of definite records as to where graduates are teaching; 3. difficulty of getting help to carry into effect the follow-up service; 4. lack of cooperation in the field; 5. lack of a proper person to do the work; and 6. difficulty of putting into practice a new idea.

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1. Bathurst, op. cit. p. 10







Having discussed the value of follow-up studies, as seen by writers in education and through the logical nature of student and training institution needs and their study, we turn to the two phases of follow-up that are related specifically to Boston University: first of all, does the Boston University School of Education have a follow-up service of the continuing type described above; secondly, would such a service be practical, worthwhile, and economical enough to be continued from year to year once it had begun? It is the purpose of this Thesis to answer these questions, the first from an observation of conditions as they exist, the second through an experimental follow-up, conducted by the writer, of Boston University's graduates now teaching Social Studies, with emphasis on Social Studies majors at the School of Education. It is the purpose of this study to discover:

1. Is such a follow-up study of practical value in securing information about teaching graduates, and

2. Can follow-up studies be conducted economically and efficiently at the School of Education by the year-by-year method which is necessary for the proper securing of accurate and changing information on trends, salaries, etc.

More specifically, the study is concerned with the following questions:

1. What is the best method of obtaining addresses of graduates and of contacting them for the purpose of follow-up study?

2. Will graduates be cooperative in replying to questionnaires sent out, or will some motivation be necessary before they do cooperate? What is the nature of that motivation?

3. What type of questionnaire will be most effective in securing maximum results from the study?

4. Should questionnaires also be sent to superintendents and principals?

It will be found that the following are the principal points  
to be considered in the study of the history of the  
United States. The first is the discovery of the continent by  
Columbus in 1492. The second is the settlement of the  
continent by the English in 1607. The third is the  
struggle for independence from 1776 to 1783. The fourth  
is the formation of the Constitution in 1787. The fifth  
is the Civil War from 1861 to 1865. The sixth is the  
Reconstruction period from 1865 to 1877. The seventh  
is the period of expansion from 1877 to 1898. The eighth  
is the period of the World Wars from 1914 to 1945. The  
ninth is the period of the Cold War from 1945 to 1991. The  
tenth is the present period from 1991 to the present.

The first point to be considered is the discovery of the  
continent by Columbus in 1492. The second is the settlement  
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is the Civil War from 1861 to 1865. The sixth is the  
Reconstruction period from 1865 to 1877. The seventh  
is the period of expansion from 1877 to 1898. The eighth  
is the period of the World Wars from 1914 to 1945. The  
ninth is the period of the Cold War from 1945 to 1991. The  
tenth is the present period from 1991 to the present.

5. Do most graduates go into teaching of their undergraduate choice, or into teaching at all? What other occupations are represented among graduates? Does this indicate lack of guidance in the training school, or are the positions represented similar to teaching in their requirements, or an advanced phase for which teaching is a prerequisite?

6. What are the various aspects of the teaching positions held by graduates, such as subjects taught, extra-curricular activities engaged in, administrative responsibilities, guidance activities, help in curriculum revision, interests, and other phases of the teacher's job taken up in the questionnaire, chapter three?

7. What type of tabulation sheets, charts, graphs, etc., will most economically, accurately, and interestingly demonstrate to the School of Education students the nature of the positions held by graduates?

8. How can the School of Education most economically conduct follow-up studies without entailing overwhelming expense and experiencing diminishing returns for the effort expended upon the project?

9. What references may be used to discover the nature of other follow-up studies already conducted, and to utilize the experience of others in saving time and money?

#### Summary

One of the major purposes of the post-school or follow-up study is to relate the work of the school to the post-school life of the graduate, and to discover wherein the school may change its methods or its emphasis in order to insure that the students now in school receive the maximum benefit from the education which they receive. Obviously, if the teachers' college emphasizes academic training, while the high school is turning more and more

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toward the extra-curricular phases of training, the teachers' college has refused to recognize its responsibility in training teachers for those positions. First of all, however, the training school must take accurate stock of its graduates, to discover as exactly and as scientifically as possible those subjects which they teach, to find out if they engage in extra-curricular activities, to note whether or not they help in administration, guidance, or curriculum revision, and to note any shortcomings discovered, whether by the teacher or by his superiors, that might have been overlooked and could have been overcome in a teacher training institution.

For example, Roemer<sup>1</sup> in a discussion of the changing nature of the extra-curricular program of the school, emphasizes the need for adequate training for teachers in this field when he says:

We have now reached the point in the development of the movement where we need to shift our emphasis, as it were, from the viewpoint of the administration to that of the classroom teacher. In the final analysis of this, as of all other important educational problems, the classroom teacher is the one who must actually put the program through, and, consequently, he must be trained for the task. Of course, the first step was to set out the philosophy of the movement and help the administrator see it in its entirety; but the second, and equally important step now, is to help the teacher actually do the job.

Is it true, as the author suggests, that teachers need training in this phase of secondary education, or can the Boston University School of Education be content that for a few years at least, the traditional schools where its graduates are likely to teach will not need emphasis on extra-curricular training? Should students of education, rather, continue to be grounded in the essential subject-matter of history, geography, mathematics, and so forth, as the more important subjects? How may we discover the needs of Boston University graduates on that score? Certainly not by general inspection of

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1. Roemer, op. cit. p. 19





textbooks and national studies, although these may indicate trends. The only plausible method of discovering the needs of student teachers is to find out, specifically and frequently, what the graduates are doing in the schools where they teach, and which of their needs may be filled by post-graduation or pre-service aid to them given by the training institution.



## Chapter II

### PRESENT BOSTON UNIVERSITY SCHOOL OF EDUCATION FOLLOW-UP

#### OTHER FOLLOW-UP STUDIES

While follow-up work has long been regarded as worthwhile<sup>1</sup>, few colleges and schools, due to the various disadvantages<sup>2</sup>, have attempted to initiate or to continue this type of study. Before attempting to offer suggestions regarding follow-up studies at Boston University School of Education, it might be well to evaluate the present extent of follow-up work here, and to note other follow-up studies in other places.

A glance at the follow-up facilities now utilized at Boston University indicates that no true follow-up studies for the purpose of curriculum revision or student guidance are being made at present. Professors and administration at the School of Education use the literature of education as a means of keeping up with current trends, attend meetings and lectures, take part in national studies and local meetings to bring about revisions, and use personal observation at local schools where student teachers spend a portion of their time. If any graduate cares to report his experiences and difficulties to the various advisors, he is welcome, since such reports offer a means of guidance in the study of curriculum change, but there is no standard, definite procedure which graduates are urged to take advantage of after they begin to teach.

In the student's final year, he is urged to register for employment at the Boston University Placement Service, which keeps on file all of the in-

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1. Bathurst, Effie G., A Teachers College Follow-Up Service, Teachers College, Columbia University, Contributions to Education, No. 478, Bureau of Publications, Teachers College, Columbia University, New York City, 1931, p.

2. see Chapter I, page 7





formation desired by prospective employers. If the service is successful in helping the student obtain a teaching position, this information is noted and filed. All students are asked to report any teaching positions that they may obtain through other means, such as private agencies, personal contacts, or through the Massachusetts Teachers' Registration Bureau. Thus, although the Placement Service is able to obtain a good deal of information regarding students and graduates, it is by no means the exclusive agency for such information, nor does it cover all students and graduates. Thirdly, the information secured by the Service, due to its confidential nature, is not available to students or faculty for study, and is therefore of no value as a method of determining curriculum revision or choice of subjects for students.

Each year, the Boston University Placement Service sends out to the addresses it has secured previously from graduates, a letter and questionnaire form<sup>1</sup> in which the teaching graduate is asked to note his name, permanent and teaching address, the name and location of the institution where he is teaching, the duties of the position, and any information that the graduate may wish to supply regarding his choice and desire for a new position, expected salary, etc. He is also requested to list additional degrees and courses granted during the intervening year, and to include any information he considers pertinent.

It is evident, therefore, that although the Placement Service offers a follow-up service of a sort, it does not cover the school population completely. Since its files are closed to students of the School of Education, and to faculty members, they offer no practical value for a continuing follow-up service, although by tabulation of information secured through the origin-

1. see page 14, Placement Service Questionnaire.





## SAMPLE I

PLACEMENT SERVICE QUESTIONNAIRE

BOSTON UNIVERSITY PLACEMENT SERVICE  
711 Boylston Street  
Boston, 16, Massachusetts

Office of the Director

February, 1948

Dear Friend:

In order that the Placement Service may meet the demands of school and college officers for qualified educational personnel, it must have adequate and up-to-date records of candidates. This is the reason for sending a letter to our registered graduates. Since no fees for placement are involved and the Service provides you an opportunity to consider professional advancement in your field, we know you will respect our request for immediate information in order that we may maintain correct records. Whether or not you anticipate a change, will you please fill out and return the form below? It will aid in providing better placement records.

Mr. Winston E. Keck continues to handle educational placement in the central placement office and will be pleased to talk with you regarding professional opportunities. Telephone Commonwealth 6-0201 or KEnmore 6-2860 for an appointment. You may not be interested in a change at this time. We will respect your wishes in this matter.

Norman H. Abbott, Director

-----Tear Off Here-----

NAME \_\_\_\_\_ DATE \_\_\_\_\_

PERMANENT ADDRESS \_\_\_\_\_ TEL. NO. ...

TEACHING ADDRESS \_\_\_\_\_ TEL. NO. \_\_\_\_\_

(Check Mailing Address you prefer to use)

PRESENT POSITION: NAME OF INSTITUTION \_\_\_\_\_

LOCATION \_\_\_\_\_

DUTIES OF POSITION \_\_\_\_\_ DATE BEGAN \_\_\_\_\_ PRESENT SALARY \_\_\_\_\_

NAME AND TITLE OF SUPERVISOR \_\_\_\_\_

CHECK HERE ☐ IF YOU WISH A RECOMMENDATION FORM SENT TO YOUR PRESENT SUPERVISOR.

WILL YOU CONSIDER CHANGING YOUR POSITION? \_\_\_\_\_ WHEN? \_\_\_\_\_

TYPE OF POSITION DESIRED: \_\_\_\_\_

LOCALITY PREFERRED \_\_\_\_\_ MINIMUM SALARY EXPECTED \_\_\_\_\_

LIST ADDITIONAL ACADEMIC COURSES (DATE, TITLE AND CREDIT HOURS) AND DEGREES GRANTED DURING THE PAST YEAR \_\_\_\_\_

USE REVERSE SIDE (LOWER HALF) FOR FURTHER COMMENT.

RETURN IMMEDIATELY TO THE BOSTON UNIVERSITY PLACEMENT SERVICE  
711 Boylston Street, Boston 16, Mass.



al applications for employment by seniors, and through its follow-up of graduates, value information may be obtained.

Another agency of contact between the school and graduates is the Alumni Association. This agency sends to the student during or just before the month of graduation, a card<sup>1</sup> to be filled out and placed in its master file of all Boston University graduates. Information on this card, which is handled through the Bursar's office, includes the name, permanent address, and department of each graduate. The master file card<sup>2</sup>, white for women and yellow for men, contains this information in addition to the year of graduation, and also the degree. On alumni Day, an annual affair just prior to graduation, graduates who attend are urged to fill out registration cards<sup>3</sup> which contain the name, class, department, mailing address, business address and occupation of the graduate. These are used to correct addresses and bring information in the master file up to date.

In addition to these methods of securing information, the Alumni Association asks each senior class secretary to keep in touch with graduates and to secure information concerning them. Although this is not compulsory, some class officers are able to secure a good deal of pertinent information, but generally the follow-up work is not carried on particularly well, due to the loss of contact between the association and the graduates. Thus, although the Alumni Association secures initial information about graduates, it does not conduct continuing follow-up service, and cannot therefore be classed as an agency of follow-up such as would be desirable for student information or curriculum revision.

1. see Request for Alumni Magazine, page 16

2. see Master File Card, page 17

3. see Alumni Association Registration Card, page 16



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## ALUMNI ASSOCIATION REGISTRATION CARD

## SAMPLE III

## BOSTON UNIVERSITY ALUMNI ASSOCIATION

## Registration Card

Name \_\_\_\_\_

Class \_\_\_\_\_ Department \_\_\_\_\_

Mailing Address \_\_\_\_\_  
\_\_\_\_\_

Business Address \_\_\_\_\_

Occupation \_\_\_\_\_

## REQUEST FOR ALUMNI MAGAZINE

## SAMPLE II

PLEASE FILL IN COMPLETELY AND PRESENT WITH

GRADUATION FEE PAYMENT

PLEASE SEND THE ALUMNI MAGAZINE TO THE FOLLOWING  
PERMANENT ADDRESS

Print Name \_\_\_\_\_

Street &amp; NO. \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Dept. or B. U. \_\_\_\_\_

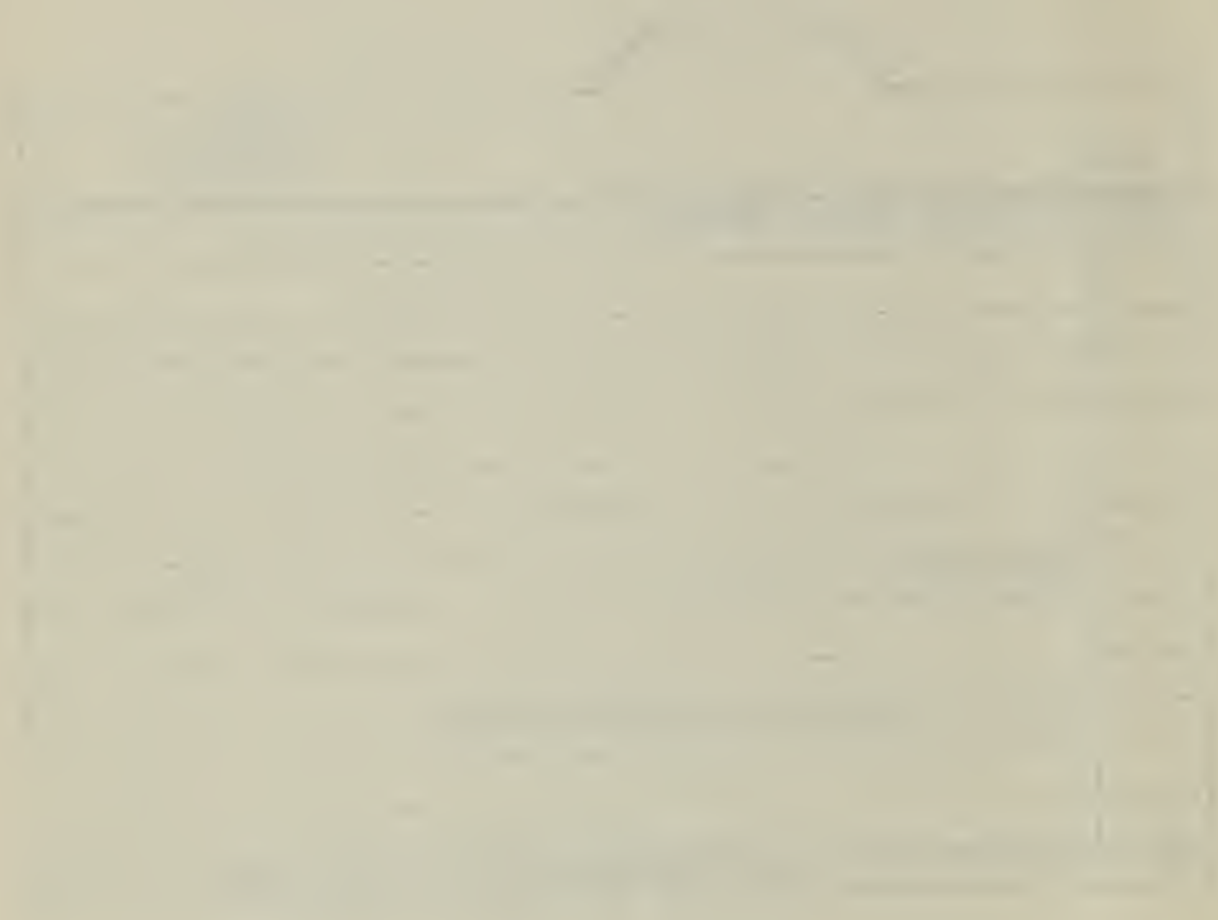
THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
RECEIVED  
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SAMPLE 17

## MASTER FILE CARD

NAME		DEGREE DEPARTMENT
DATES	Permanent Mailing Address	
	Home Address	
	Name and Address of a Relative or Friend	
BOSTON UNIVERSITY ALUMNI ASSOCIATION		



### Other Follow-up Studies

Although follow-up studies have not become a significant part of the work of educational institutions, nor have follow-up programs been developed widely, several significant studies and programs have served to indicate the worth of such a program for teachers' colleges. Bathurst<sup>1</sup>, in 1931, published the results of four years' development of a follow-up program in the Eastern South Dakota State Teachers' College, and included in her book the specific data regarding method, types of forms used in the program, teachers' and superintendents' feelings regarding the worth of the program, and areas uncovered by the program which needed further research. This book becomes a must for those who contemplate follow-up study, for by using it a student of this problem is able to save a good deal of time and effort. Bathurst, unlike some programmers, was not content with the stabilization of the first year's program, but insisted on constant discussion, criticism, and revision of the methods employed in the follow-up study.

Eastern South Dakota State Teachers' College trained teachers generally for service in small towns or rural communities, usually over a period of one or two years at the most. For that reason the situation is not analagous to that at Boston University. The author notes<sup>2</sup> that the extent to which follow-up service can secure greater success for graduates, improve the pre-service training, and aid the placement work for the teachers' college probably depends upon the organization of the particular college concerned and upon the characteristics of its service area.

Although Bathurst depended upon correspondence to secure certain data and to conduct certain phases of her program, the chief method employed in -----

1. Bathurst op. cit.

2. Ibid. p. 55





her follow-up program was the use of visiting instructors at schools where teachers who had graduated from the State Teachers' College were teaching. These instructors, usually women, were trained to observe, note irregularities, and discuss the problems of graduates that arose in their first and second years of actual teaching after graduation. Specialists in their field, these visiting instructors reported back to the follow-up service the results of their work, compared notes, and constantly strove to develop a more worthwhile program.

Bathurst divided her program into three phases: 1. The study of past work in the field of follow-up; 2. Application of follow-up service to her situation; 3. Recommendations for a future program, including the discovery of additional problems that need research.

Having secured information upon other follow-up studies, Bathurst divided her program into three parts:

1. Assistance to graduates in adjusting their training to their first teaching difficulties.
2. Improvement of college courses so as to prepare future graduates to meet their teaching problems more efficiently.
3. Information to facilitate the placement of graduates.

Among the methods employed by the author in her conduct of the program were the use of visiting instructors to analyze the problems of teaching graduates, the sending of printed and mimeographed materials to graduates in teaching positions, corresponding with graduates who had written to the college asking for assistance, the use of questionnaire studies to graduates to discover their own opinions of their difficulties, and the use of reports to the college by visiting teachers, with conferences based on these reports.

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After analyzing the four years of study and program development, Bathurst<sup>1</sup> was convinced that much good had been accomplished through its use, and that<sup>2</sup>, "The responsibility of a teachers' college has not ceased when it graduates teachers from carefully planned and administered courses, but that, when a graduate fails, it is the first business of a college faculty to find out why she fails and to keep her mistake from occurring again, either in her own case, or in the case of those taking their training for future teaching."

Bathurst<sup>3</sup> and Josko<sup>4</sup> report on the results of several studies conducted previous to their own, related to follow-up services. For the convenience of the reader, these studies are charted below, with the title of the study, the purpose, and the results or recommendations listed in appropriate sections.

Bathurst, as a part of her program of follow-up, included summaries of the following studies which had been conducted previously. Preceding these reviews she states<sup>5</sup>, "The four studies or investigations reviewed in this chapter consider five major points: The progress of follow-up work since 1925; the activities comprising this follow-up work; the institutions now carrying on a systematized post-graduation service; the chief values of the work; and the major difficulties encountered."

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1. Ibid. p. 28.

2. Ibid. p. 12.

3. Ibid. p. 4., Chap. 2.

4. Josko, William J., A Follow-Up Study of the Business Education Graduates of the University of New Hampshire, Unpublished Master's Thesis, Boston University, School of Education, 1948., Chapter II

5. Bathurst, op. cit. p. 4





SUMMARY OF PREVIOUS STUDIES FROM BATHURST page 1

Date and title	Purpose-Method	Results and Recommendations
1. 1925, Bixler, A <u>Study of Follow-Up at 65 State Teachers' Colleges and Normal Schools.</u>	To organize the work at S. Dakota State Teachers' College To discover what state teachers' colleges and normal schools are doing.	Not a single institution replying has a fully organized helping teacher or follow-up teacher service assisting the teacher and improving the college training. The opinion that such service would be worth all its cost and that it represents a real need is practically unanimous. Types of follow-up reported: Observation of graduates in the field, constructive criticism, answering questions, conference with graduates' principals, return of graduates to school for conference.
2. 1927, Whitney, A <u>Study of the Continuity of Institutional Training in the U.S.</u>	Questionnaire used. Replies from 138 teachers colleges and normal schools, a 71% sampling Purpose: to discover the plans of schools and the actual work in follow-up	Major findings: Schools answering reported the following results: No plans- 33%; Extension courses-30%; Correspondence courses- 16%; Field workers visit alumni- 14%; Irregular visits- 12%; Superintendents' reports- 10%; To develop future plans- 10%; Informal correspondence- 5%; Alumni list checked each year- 5%; Research department or bureau- 5%.
3. 1928, Buck, Dirc- tor of Teacher Training at Creston Junior College, Creston, Iowa.	To discover the present situation regarding follow-up. Review of four plans related to follow-up: Gary, Indiana, Plan; Dalton Laboratory Plan; Buffalo Plan; Cincinnati Plan. Questionnaire investigation of follow-up in state normal schools and teachers' colleges. 14 normal schools, 20 state teachers' colleges in 21 states.	11 out of 34 state institutions have follow-up visits. Value of follow-up: answers to vital questions; professional growth; better understanding between college and graduates; knowledge that the college backs its students in every way possible. Value to college staff: awareness of real problems; better understanding of teacher's needs; increased practice teaching facilities; improved class instruction in college; raising of standard of practice teaching; change of instructors of courses; research; addition of courses; changes in college courses and curricula.

TABLE I



SUMMARY OF PREVIOUS STUDIES FROM BATHURST page 2

Date and title	Purpose-Method	Results and Recommendations
4. Higbie, Address to Superintendents of the State Department of Rural Education of the NEA.	<p>Questionnaire to 180 state teachers' colleges and normal schools, 131 responses.</p> <p>Questionnaire to 48 State Departments of Education, 41 replies.</p> <p>21 Questionnaires to schools reporting systematized follow-up, 13 replies.</p>	<p>Number of schools having organized follow-up 21</p> <p>Incidental service (letters of inquiry, etc.) 62</p> <p>No such service 48</p> <p>Non-reporting institutions that are probably classed under "No such service" 49</p> <p>Only one or two state departments make an effort to follow up the training of their teacher-training institutions.</p> <p>Services offered by schools:</p> <ol style="list-style-type: none"> <li>1. Visiting of graduates, offering of advice, answering questions, conference with superintendents, group conferences with graduates, demonstration teaching.</li> <li>2. Pre-service improvement through oral reports to staff, written reports, discussions.</li> <li>3. Curricular change.</li> <li>4. Conferences of teaching alumni.</li> <li>5. Correspondence with alumni.</li> </ol> <p>Values and disadvantages (see page 7 , Chapter I)</p>



Date		Description		Amount	
1900	Jan 1	Balance		100.00	
	Feb 1	Received from A. B.		50.00	
	Mar 1	Received from C. D.		25.00	
	Apr 1	Received from E. F.		75.00	
	May 1	Received from G. H.		100.00	
	Jun 1	Received from I. J.		150.00	
	Jul 1	Received from K. L.		200.00	
	Aug 1	Received from M. N.		250.00	
	Sep 1	Received from O. P.		300.00	
	Oct 1	Received from Q. R.		350.00	
	Nov 1	Received from S. T.		400.00	
	Dec 1	Received from U. V.		450.00	
	Total			2000.00	

Title and date	Purpose-Method	Results and Recommendations
1. Dyer, Journal of Applied Psychology, 16: 233-40, 1932	<p>To discover the sources and permanence of vocational interests of college men- 101 cases, over a period of five years.</p> <p>To find the relationship between vocational interests of men in college and later occupational histories.</p>	<p>A high degree of permanency is noted between chosen occupations and those followed. 88 of 101 cases tried out vocations of their first choice.</p> <p>Decisions regarding choice of vocation that are made with family tradition, council of relatives, teachers and friends, in mind, should be scrutinized carefully.</p>
2. Smith, <u>Occupational Adjustment of College Graduates as Related to the Extent of Undergraduate Specialization</u> . Journal of Educational Sociology, 1934, p. 185-88.	<p>Questionnaire- degree of correspondence between occupational activities and undergraduate major specializations of the graduates of the University of Illinois, class of 1923.</p> <p>Depression times.</p> <p>Questionnaire sent to 79% of graduates, received by 66%, returned by 52%.</p>	<p>A greater amount of time is spent in occupations related to the major by those who have spent a proportionately greater amount of time studying major subjects in college, than by those who have spent the minimum time on their major. This may be due to the greater interest in the major of those students who spent the most time on it.</p> <p>Guidance is needed to help students select occupations in line with their aptitudes and interests.</p>
3. Eulich and Pace, 1938, A study of the graduates of the University of Minnesota, 1929 to 1936.	<p>Depression times.</p> <p>Questionnaire sent to 79% of graduates, received by 66%, returned by 52%.</p>	<p>Job opportunities limited during depression times. Graduates in Pharmacy, Nursing and Medicine had an easier time than those in Law, Education, and Engineering. Salaries were reduced during the depression years.</p> <p>Unemployment increased from 4% in 1928 to 10% in 1932.</p>
4. Wallace, <u>A Vocational Follow-Up of College Women, Occupations, New York Nat'l Occupational Conference, March, 1938, p. 538-541</u>	<p>To answer students' questions.</p> <p>To discover the first year status of graduates from 1930 to 1936, U. of Rochester, College for Women.</p>	<p>Graduates placed: Majors in Physics, 100%; Nursing, 91%; Romance languages, 78%; Economics, 75%; Education, 75%; English, 55%. No evidence that specialization in any one field leads to immediate employment after graduation.</p> <p>Average first year salaries dropped from \$1,141 in 1930 to \$918 in 1936.</p> <p>Graduates expressed a desire for vocational emphasis as against cultural emphasis in future college programs.</p>

TABLE II





Title and date	Purpose-Method	Results and Recommendations
<p>5. <u>A Comparative Study of Follow-Up Procedures in High School and College, Including a Study of Clark College Graduates, Unpublished Master's Thesis, Clark U., Worcester, Mass., 1939.</u> By King.</p>	<p>Questionnaires to 35 colleges to discover which had follow-up service type of work done. Information asked of graduates. Information for Clark follow-up obtained from cards sent to alumni in October each year (see form, page )</p>	<p>Less than one-fourth of schools questioned had any sort of actual constructive follow-up procedure. High school follow-up is better than that at college level. College follow-up has scarcely passed the initial stages.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Seniors in colleges should get pre-follow-up information.</li> <li>2. Follow-up cards should be brief, concise, and preferably of the fill-in type.</li> <li>3. Alumni associations should play an important role in getting follow-up information.</li> <li>4. Annual questionnaires should be sent to alumni only when the material can be utilized effectively.</li> </ol>
<p>6. <u>Chandler, A Follow-Up Study of the Business Administration Graduates of Blank College, Unpublished Master's Thesis, B.U., Sch of Ed., 1940</u></p>	<p>To discover: "Is the training program of the Business Administration Department of Blank College adequate means of preparation for the initial positions which graduates secure?"</p>	<p>The majority of firms hiring graduates are in Mass. Graduates are successful in obtaining initial employment in firms of all kinds and sizes, in many types of position. Therefore, no additional training is generally required to orient the graduate to the job. Salaries are adequate, with periodic raises.</p>
<p>7. <u>Humber and Others, A Follow-Up Study of General College Graduates, School and Society, 57:164-167, Feb. 6, 1943</u></p>	<p>Questionnaire study. General College graduates of the University of Minnesota, years 1934-35, 1939-40. Sent to 67 of earlier graduates, 47% return; to 143 of later graduates, 37% return.</p>	<p>One-third of the men in each class were dissatisfied with their present position, 50% of the women in the 1934-5 class, 33% of later class. These graduates preferred a different kind of work and a higher order of work in a different vocation.</p> <p>Three-fourths of the graduates continued study.</p> <p>Most helpful courses were noted as Psychology, Economics, Astronomy, English, History, and Biology.</p> <p>The average salary one year after graduation was \$100 for men per month, \$70 for women; after five years, \$150 for men, \$100 for women.</p>





Title and date	Purpose-Method	Results and Recommendations
8. Grady and Others, "Hunter Graduates at Work", classes of June, 1939 and June, 1943, Hunter College of the City of New York, 1944	Questionnaire method To determine occupations held by the younger graduates of Hunter College. 1943, 84% response. 1939, fewer available addresses, 45%.	<p>The nine positions most frequently held by members of the class of 1939 included 75% of all those gainfully employed. (Sec. and Steno., Clerical Worker, Teacher, Accountant or Bookkeeper, Statistician, Laboratory Technician, Social Worker, Personnel Worker, and managerial positions.) The remaining 25% were in 27 different occupations.</p> <p>For the class of 1943, the nine positions most frequently held included 78% of all employed. (Education, Accountant or Bookkeeper, Clerical, Laboratory, Sec. or Steno., Statistician, Chemist, Draftsman, Social Worker.) The federal government pays highest, the state the lowest salaries.</p> <p>The median monthly salary for 1939 graduates was \$165. The median monthly salary for 1943 graduates was \$142.</p>
9. John S. French, "Trends in Employment and Earnings for 19 Graduating Classes of a Teachers College." Teachers College Record, published by Teachers College of Columbia, N.Y., May, 1945.	To discover what happens to graduates of a teachers college. Questionnaires, correspondence, and interviews. January, 1927 to June, 1936 graduating classes of the State Teachers College at Newark, N.J.	One of five persons trained to teach did not go into teaching. The teacher depression started before the industrial depression, was more severe, and recovered less of its loss.
10. Mills and Millam, "Liberal Studies of Technological Curriculum." School and Society, published by the Society for the Advancement of Education, Inc., Penn., July 12, 1947, p.29	An examination of English themes entitled "Some Courses I Wish I had Taken as an Undergraduate."	Courses desired included: writing and speech; self-expression, oral and written; practical and advanced psychology; course in how to read and take notes effectively; course in propaganda analysis; sociology, economics; government; history; nature, art and music.



Increasing interest in the follow-up as a means of evaluation of educational methods is demonstrated by three follow-up studies that were published as Master's studies at the School of Education in 1948. Costello<sup>1</sup> and Josko<sup>2</sup> did Master's theses on the activities of business education graduates, the former using business teachers in schools of Massachusetts and Vermont having an enrollment of two hundred or less in grades nine to twelve, and the latter studying directly the activities of business education graduates at the University of New Hampshire. Wilson<sup>3</sup>, studying physical education, made a study of the positions held by graduates of the Physical Education program at Boston University since its inauguration in 1932. Actually, therefore, Costello's study is not a follow-up in the strict sense of the word, though she is interested in applying the results of her study to the improvement of the business education program at the university.

Costello, in a survey of the extra-curricular activities of business teachers, sent out questionnaires to business teachers and to the principals of their schools, by securing the addresses of these schools at the office of the Supervisor of Secondary Education, State Department of Education, 200 Newbury Street, Boston.

Although not a follow-up study in the strict sense of the word, Costello's study had for some of its objectives: the determination of the club sponsor's preparation for the group responsibility he held, the specific training which teachers may possess for activities they sponsor, the determination of the

1. Costello, Margaret G., A Survey of the Extra-Curricular Activities' Administration and the Extra-Curricular Activities of Business Teachers, Unpublished Master's Thesis, Boston University, School of Education, 1948.

2. Josko, op. cit.

3. Wilson, William H., A Follow-Up Study of Graduates in Health and Physical Education, Service Paper, Boston University, School of Education, 1948.





amount and kind of outside work the business teacher must perform, and the discovery of the administration of extra-curricular activities in rural schools and methods employed in this administration.

Among the findings included in Miss Costello's report the most important to the follow-up study are:

1. Principals attempt to secure sponsors for activities who have had special training. 55% of principals declared that they required special training for their sponsors.

2. 25% of principals consider the beginning teacher's extra-curricular training record as very important, 64% as important, and only 11% as of little importance.

3. 45% of schools studied considered required extra-curricular training important enough to allow credit toward graduation.

4. Although subjects taught by business teachers were overwhelmingly business subjects, such as typewriting, shorthand, and bookkeeping, they also included chemistry, civics, and Plane Geometry.

5. In extra-curricular activities, the predominant activities of teachers included Senior Class Advisor, 14 teachers; Basketball coach, 15 teachers; School paper, 24 teachers; and School treasurer, 9 teachers.

6. 60% of teachers had a homeroom period, although the majority of these were only five to ten minutes long. Homeroom period was used for opening exercises, attendance, class meetings, supervised study, and school announcements. Only six of fifty-three used this period for informal, group and vocational guidance.

7. Almost all teachers spent between one and four hours a week in monitorial duties.

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8. An average of 5.25 hours per week was spent by business teachers in extra-curricular activities. The highest time reported was twenty hours, the lowest, one.

9. Teachers received extra pay for basketball, bookkeeping, typing, band direction, dramatics, the lunch program, night school, school fund, scout troops, softball, sports, and the Yearbook.

10. Only three teachers had their teaching loads adjusted due to extra-curricular activities.

11. Forty teachers had to do work for various clubs, social organizations, and church and civic groups; twenty-three did work for the school; twelve did duplicating for the PTA; and nine did special work for the town government.

12. 7% of teachers held positions in town government, such as assessors, town clerks, and town treasurer.

13. 57% of teachers engaged in at least one community activity, 31% held offices in these clubs and activities.

The most important recommendation made by Costello<sup>1</sup> as far as pre-service training is concerned, is:

That teacher training institutions incorporate into their curriculum for business teachers club work, bookkeeping for clubs and the school lunch program, and a techniques course in the coaching of at least one sport.

Josko's purpose in conducting his study was to determine to what extent the business education graduates benefitted by their experience at the University. Divided into four major aspects, this included: 1. to determine the type of positions secured by business administration graduates; 2. to use the data as a guidance measure in future curriculum development and program planning.

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1. Costello, op. cit. p. 73





ning; 3. to summarize the opinions of graduates relative to their experiences as undergraduates; 4. to present the need for additional courses. In conducting his study, Josko received approval and cooperation from the Dean of the College of Liberal Arts, University of New Hampshire, was able to use the permanent records of the University, prepared and tested his questionnaire, sent letters and questionnaires to each graduates for whom addresses were available, sent follow-up cards to graduates who did not complete the original questionnaire, sent a second questionnaire and request to those who had not returned the original questionnaire or card, and tabulated his returns according to the several divisions of the questionnaire. His four-page questionnaire was made up largely of check-list and fill-in items. The facilities of the University were offered to Josko and accepted in mimeographing and mailing questionnaires. The class of 1943 offered the highest percentage of return with 69%, while that of 1931 had the lowest with but 10%. Of the 412 graduates of the various classes, there were 51 with no addresses, so that Josko sent out 361 questionnaires, and received 148 in return, a 41 per cent return.

The more important of the results secured by Josko included:

1. Although the armed services distorted the picture, 24% of graduates were employed in selling, retail and wholesale; clerical positions accounted for 19%; and accountants and bookkeepers made up 10% of graduates.

2. Salaries ranged initially from under \$20 to over \$60 per week. Those under \$20 occurred in 1938, 1939, and 1940, while the lowest in 1946 was in the 30-39.33 range. In recent years there has been a trend toward lower initial salaries.

3. Sources of jobs included the University Placement Office, professor

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or advisor, family or relatives, friends, answer to an advertisement, United States Employment Service, private agency, and announcement of competitive examinations. 28% of initial positions were secured from the help of friends, 16% through the family and relatives. A family member was the initial employer in 10% of the cases. While 15% of initial positions were secured through the placement office, few graduates secured later jobs in this way, probably due to lack of graduate interest in the placement service as a source for jobs.

4. Because 48% of graduates were initially employed in the state of New Hampshire, Josko felt that courses should satisfy state and local demands. Present jobs are held in 19 states and the District of Columbia. 24% of graduates are employed in Massachusetts.

5. College experiences, according to 131 graduates, provided a general background for later life and the job. 59 felt that college had provided a cultural background, 58 that it had offered some vocational training, 33 that social contacts were an important offering, 7 that it had provided athletic contacts, and 4 did not state what had been secured.

6. When Josko asked, "In what way could college training have helped more?" the graduates replied: 77 felt that it could have offered more specific training for specific jobs; 60 desired a program of vocational guidance that had not been forthcoming; 42 had desired greater self-expression that had not been obtained in college; 19 had not secured desired cultural education; specific advice in social living was a need that had not been filled for 15; 8 could have obtained greater spiritual motivation; and 2 desired more physical development. Included in courses that the graduates wished they'd taken while at the university were: typewriting, 20 students; psychology, 19; pub-





lic speaking, 15; mathematics, 12; advertising, 10. Courses that had not been offered but were desired by graduates included; insurance, 16 students; personnel management, 14; salesmanship, 13; auditing, 8; business correspondence, 6; and industrial management, 6. When asked to list the three most important subjects taken, graduates listed accounting, economics, English and law as the most valuable.

7. Many graduates felt that employers should be contacted by pupils during school years, in order that they might learn the practical aspects of the future position they desired, and also make valuable contacts.

Josko's recommendations included:

1. Greater emphasis should be on vocational training.
2. More opportunity should be offered for self-expression.
3. A program of general business education should be included in the curriculum as well as a highly specialized training program.
4. A definite program of vocational guidance is needed for all students.
5. A perpetual follow-up program should be instituted, and the administration, faculty, alumni, and student body indoctrinated as to the purpose and value of such a program.
6. The Placement Bureau should provide more opportunity for employer contacts. Its services should be advertised.
7. Academic and work experience should be correlated, under supervision.
8. An alumni committee composed of business administration graduates should be organized to act as consultants in curriculum planning for the Business Administration Department.
9. The University of New Hampshire should consider the advisability of establishing a college of business administration.



Wilson, in his follow-up study of Boston University graduates in Health and Physical Education, attempted to secure information that would aid in determining the extent to which training received at the Boston University School of Education has aided the graduates in their employment. A second objective was the determining of methods by which the graduate might better prepare himself for his future profession.

The specific objectives of the study, ten in all, included a determination of salaries, geographic location, percentage of graduates in education, advanced degrees received by graduates, subjects and sports taught by graduates, reasons for leaving the field of Health and Physical Education, methods of obtaining present positions, and the offering of helpful suggestions to students. Of 206 questionnaires sent out by Wilson, 145 were returned. The 70.6% of return noted by Wilson in his study is attributed to be the result of a high degree of cooperation. This writer, after studying the one-page questionnaire used by Wilson, concludes that the brevity of the questionnaire helped him in securing desirable percentage of return.

Wilson's study revealed that about eight out of every ten men are located in New England, or that most graduates do not travel far to secure positions. The range of salaries for all men studied shows that 65.6% of the 134 studied fall in the \$2500 to \$4000 range, while 73.2% of the ninety-seven graduates who are teaching fall in this comparatively low group. In all comparisons of teachers as against graduates in other professions, the non-teaching graduates averaged higher salaries. Other significant findings include the fact that 97 of the 145 graduates are teaching, 9 are full-time students, 7 are affiliated with the Young Men's Christian Association, while the positions held by others include police officer, professional athlete, business





executives, Physiotherapist and Psychologist.

Among the reasons noted for a graduate's leaving the field of Health and Physical Education, Wilson notes:

1. Pay scale too low, 43.6%.
2. Opportunity to advance not great enough, 28.2%.

Among suggestions offered by Wilson for the student of Physical Education are:

1. Choose a variety of elective fields to prepare for teaching in several fields besides Physical Education.

2. More practical coaching of major sports should be included in the health and physical education program at Boston University due to the high percentage of coaches in teaching positions.

3. The student should obtain all the practice teaching he is able to secure.

4. Wilson<sup>1</sup> offers practical advice for the securing of a teaching position.

5. Boston University Health and Physical Education Division should have a file of graduates with accurate, concise information.

6. Wilson's one-page questionnaire, page 32, offers help in the assembling of data for questionnaires.

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1. Wilson, op. cit. p. 26



## CHAPTER III

## METHOD OF CONDUCTING RESEARCH

This paper is an individual attempt to conduct an experimental follow-up study of Boston University graduates, to develop a questionnaire that will suit the major purposes of follow-up, that is, to help the school, the student, and the graduate in securing the maximum benefit from both pre-service and post-graduate training. Secondly, the best method of obtaining addresses must be studied for economy and ease of administration. Thirdly, graphs, charts, and tables are developed onto which information obtained in the questionnaire may be easily transferred and tabulated. Lastly, the follow-up study must be evaluated for errors and poor methods, in order to improve later studies.

In this experimental follow-up study, the writer at first determined to seek information on all Social Studies majors at Boston University School of Education during the past three years, that is, all Bachelor of Science and Master's in Education graduates from 1946 through 1948. It was decided that such a sampling would secure enough replies to the survey questionnaire to provide a valid measure of the average of subjects taught, extra-curricular activities engaged in, and so forth, by graduates of the school.

In order to secure a current listing of names of the Social Studies majors at the School of Education, the writer asked if such a list was obtainable in the personnel office of the school. Although the lists of graduates at each of the graduating periods, January, June, and August, were obtainable, there was no breakdown according to major and minor fields. Since the individual files were closed to the writer, he decided to turn elsewhere for this desired information.



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100 EAST 57TH STREET  
CHICAGO, ILL. 60637

At the office of the Boston University Alumni Association,<sup>1</sup> the writer learned that every graduate of the college is listed alphabetically in a master file made up from information secured at the time of graduation and on Alumni Day.<sup>2</sup> The information desired by the writer, however, was not included in the master file, for it did not include the major and minor of the graduate. When this source of information proved valueless, the writer at first thought of using the file system of the Social Studies Department of the School of Education, but since these cards include all students who have taken a methods course in Social Studies, whether graduates or not, this idea was abandoned.

A next source of information and addresses, and one that depends entirely upon the graduate for its information, is the "Hub," official Yearbook of Boston University.<sup>3</sup> This publication ideally provides one of the best methods for obtaining information on the addresses of graduates, for it theoretically contains the name, address, major, degree received, honors, extra-curricular activities, and picture of every graduate of the University. However, there are several drawbacks to this source. First of all, not all graduates are included in the lists, since many do not care if their pictures appear or not. Secondly, many graduates list their present addresses only, neglecting home addresses, note their major as "Education," and offer no help to the seeker of more definite information. Thirdly, the list of names and addresses

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1. Boston University Alumni Association, 811 Boylston Street, Boston, Massachusetts.

2. see Chapter II, pages 13-17

3. The Hub, Senior Annual of Boston University, Boston, Massachusetts,

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend in the relationship between the variables studied.

4. The fourth part of the document discusses the implications of the findings and provides recommendations for future research. It suggests that further studies should be conducted to explore the underlying mechanisms of the observed phenomena.

5. The fifth part of the document is a conclusion that summarizes the main points of the study. It reiterates the importance of the research and the need for continued investigation in this field.

is that of six months preceding graduation, since the Yearbook is made up in January for publication in May or June. The Yearbook contains, therefore, many addresses that were out of date before the graduate obtained a teaching position and changed his address, and many addresses that had served merely as temporary addresses while the graduate was attending school.

In spite of these drawbacks, the writer decided that the "Hub" provided the best source of information regarding names and addresses and major field of study, and so listed these graduates who had designated Social Studies as their major as they appeared in the "Hub" for 1946 through 1948 in both the graduate and undergraduate division of the School of Education. By limiting the study to these three years, the writer hoped to take advantage of recent graduations in order to obtain information on new teachers rather than on those who had been teaching for some time and had become acclimated. The inclusion of Master's Degree graduates was attempted in order to increase the scope of the study, and to discover the relation of these graduates to Bachelor of Science graduates as far as salary, type of position, etc., was concerned. The writer felt that answers from seventy-five to one hundred graduates would secure sufficient information for valid analysis. Later, in order to increase the total of graduates contacted, the writer also included a list of Bachelor of Science graduates for the years 1945 and 1943, and three of the 1944 graduates in Social Studies.

In order to save time, secure the greatest number of responses due to the desire of some graduates to answer only checklist questionnaires, and save money on return envelopes and mimeographed questionnaires, the writer set up a preliminary survey postcard to be sent to all graduates on the list secured from the "Hub." This was done, first, because many of the addresses





found in the "Hub" were out of date, and the questionnaire might not reach the addresses, so that only two cents and not six would be lost on the cards not answered. Secondly, because many of the graduates were not teaching, sending questionnaires to them would only result in additional needless expense. An unforeseen drawback to the use of the double postcard was discovered with the realization that the letter form is regarded by landlords and recipients often as more important than the postcard form, and may not be discarded as the postcard often is, when the recipient cannot be found. A letter is more likely to be returned or forwarded.

#### The Postcard

To the Social Studies graduates listed in the "Hub" the writer sent a double postcard with the following message:

Dear

May I have an hour of your time, if you are now teaching social studies? By means of a six-page questionnaire, made up largely of check-list items, I am trying to find out what in-school activities social studies teachers engage in, the time taken for these activities, and related information. I hope to obtain significant facts regarding the teacher's problems, especially problems concerning time spent in school.

An hour of your time is all that I need, though I realize that even that may be more than you can spare. In any case, I shall be glad to send you a summary of the results I obtain.

May I send the questionnaire for you to fill out, either entirely or in part?

Whether you teach or not, or wish to fill out the questionnaire,

PLEASE CHECK THE ANSWERS TO THE QUESTIONS ON THE  
RETURN CARD AND DROP IT IN THE MAIL BOX

On the "return" half of the card, the following check-list questionnaire appeared:

PLEASE CHECK THE ITEMS BELOW AND RETURN THIS CARD

1. Do you teach secondary school social studies? Yes.... No....
2. If the answer is "No", what is your full-time occupation?.....
3. If the answer is "Yes", may I send you the questionnaire with a self-addressed, stamped envelope, to be filled out either entirely

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) under the conditions (2). It is shown that the system (1) has a solution if and only if the conditions (2) are satisfied. The second part of the paper is devoted to the construction of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) can be constructed by the method of successive approximations. The third part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions.

The fourth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The fifth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The sixth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The seventh part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The eighth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The ninth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions. The tenth part of the paper is devoted to the study of the properties of the solution of the system (1) under the conditions (2). It is shown that the solution of the system (1) is unique and stable with respect to the initial conditions.

or in part? Yes..... No.....

4. What is your address, if changed?

.....  
.....

In order to give the impression of a semi-official status to the study, the writer used the School of Education for a return address, with the permission of the office. (See sample postcard, pages 43-44)

Those who expressed a willingness to answer the questionnaire, were sent a copy of the follow-up letter and questionnaire. It may be noted here that the writer made no attempt to urge addressees to answer the questionnaires, but tried to understand their position in regard to this matter. This may or may not have been the proper procedure to use in such cases.

The letter which accompanied the questionnaire was designed to acquaint the graduate with the nature of the study, and at the same time to assure him that the writer realized that as a teacher he was pressed for time. The teacher was also told that he was not expected to spend a great deal of time on the questionnaire, and that such time as he did spend was greatly appreciated. (See sample letter, page 45)

#### The Questionnaire

This six page questionnaire was designed to discover all of the general information that it was possible to find out about the complex nature of the social studies teacher's job in as brief a space as possible. The experimental nature of the follow-up study led the writer to include items on a variety of subjects, in order to discover whether or not some item ordinarily deemed important might be of no value whatever, or an item thought unimportant discovered to be extremely pertinent and the answers to that particular question of value to students and to faculty at the School of Education. It was not assumed that the questionnaire as finally used was either entirely





satisfactory or adequate, but it was decided that as an instrument for experimental purposes it was entirely satisfactory. The items for the questionnaire were taken from such sources as Josko<sup>1</sup>, Costello<sup>2</sup>, and Wilson<sup>3</sup>, broken down into suitable areas for this study, adapted with the aid of seminar students and the writer's advisor, and mimeographed. For convenience in mailing, both sides of the questionnaire pages were used to reduce bulk, without apparent loss in efficiency.

In an effort to cover many areas in the life of the social studies teacher, the writer divided the questionnaire into seventeen areas. Section one, entitled, "General Information," sought a brief picture of the teacher and his school, the grade level taught, experience, major and minor in college, and salary; section two attempted to discover subject combinations and per cent of time spent in social studies instruction; section three related to those activities usually called extra-curricular, and time spent on them; section four alluded to irregularly-occurring activities such as the Yearbook and dances; section five attempted to discover the importance of guidance in the school life of the teaching graduate; section six tried to find out how the teacher is affected in his relations with the administration through administrative activities, including the homeroom; section seven related to miscellaneous items missed in other lists; section eight sought to -----

1. Josko, William J., A Follow-Up Study of the Business Education Graduates of the University of New Hampshire, Unpublished Master's Thesis, Boston University, School of Education, 1948, page 25.

2. Costello, Margaret G., A Survey of the Administration of Extra-Curricular Activities and the Extra-Curricular Activities of Business Teachers, Unpublished Master's Thesis, Boston University, School of Education, 1948, page 19.

3. Wilson, William H., A Follow-Up Study of Graduates in Health and Physical Education, Service Paper, Boston University, School of Education, 1948, page 32, Appendix A.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It contains a report on the state of the Union and the progress of the government during the year 1800.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 3, 1801. It contains a detailed account of the financial state of the government and the measures taken to improve it.

3. The third part of the document is a report from the Secretary of the Navy, dated January 3, 1801. It contains a detailed account of the naval operations and the state of the fleet during the year 1800.

4. The fourth part of the document is a report from the Secretary of the War, dated January 3, 1801. It contains a detailed account of the military operations and the state of the army during the year 1800.

discover how and why the teacher was selected for the activities in which he engaged; section nine related to the records and reports that the teacher had to keep and the time necessary for them; section ten attempted to obtain information regarding the individual help that the teacher gave to the pupil out of class and by contacting his parents; section eleven sought information on the school itself, its attitudes and policies that affected the teacher's work; section twelve looked for information on the use being made of the teacher's skills and abilities; section thirteen related to the teacher's interests and attitudes toward his work; section fourteen asked for information regarding extra pay either for extra-curricular or curricular duties; section fifteen related to the teacher's pre-service training, felt needs, courses taken since graduation, and subjective judgment on the value of courses; section sixteen sought the purely subjective advice of a teacher in service with a Boston University background to a prospective teacher still in school; and section seventeen sought to relate the teacher's feelings regarding time spent on the job with the objective measure of such time by asking for his estimate of time spent in teaching and related activities.

The length of the questionnaire, it was felt before the writer sent it out, would be a drawback in receiving a good percentage of replies. Nevertheless, the experimental nature of the survey and the purpose of testing the value of many types of information made it necessary to ignore this handicap. Any one of the areas, possibly, could become the subject of a more intensive follow-up study. (See sample questionnaire, page 47)

After sending out postcards to the addressees noted above, and questionnaires to those who desired them, the writer decided that the insufficient number of replies of teachers who desired questionnaires necessitated the



CHAPTER 2. THE HISTORY OF THE UNITED STATES  
The history of the United States is a story of growth and change. It begins with the first settlers, who came to the New World in search of a better life. They found a land of opportunity, but also a land of challenge. The early years were marked by conflict and struggle, as the settlers fought to establish their communities and defend their rights. Over time, the United States grew from a small colony into a powerful nation. It expanded its territory, developed its economy, and established its political system. The American Revolution was a turning point in the country's history, as the colonies declared their independence from Britain. This led to the creation of the United States Constitution, which established the framework for the nation's government. The United States has since played a major role in world affairs, and its influence continues to be felt today.

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sending out of more cards. Cards were sent, therefore, to graduates who had listed "Secondary Education" and "Education" as their major, and to other graduates who had majored in English, Physical Education, Foreign Language, and several other fields. The writer attempted there to discover the number of graduates in other fields who taught social studies, and to discover the relation between Physical Education and English as majors, and the minor of Social Studies.

#### Placement Service

Because the returns of the survey questionnaire using the "Hub" as a source of information proved unsatisfactory, the writer next turned to the Placement Service as a source of information. Here he learned that groups of teachers were filed according to subjects taught. Although he could not gain access to the files directly, Placement Service personnel supplied the names and permanent and school addresses of social studies teachers who had graduated during the years 1946, 1947, or 1948 with either a Bachelor's or a Master's Degree. Since several Bachelor and Master of Arts students were included in the list, the writer decided to include these teachers in the study.

The chance that the teaching addresses given in the list supplied at Placement were more accurate than the "Hub" lists, led the writer to send questionnaires and accompanying letters directly to the addressees, without a preliminary postcard. In the introductory letter accompanying the questionnaire he asked that the recipients either fill out and return the questionnaires or note the reason for not doing so in a marginal note and send the questionnaire back. Such notes could include good reasons for not replying, such as "too busy", or explanatory notes, such as, "not teaching, salesman,"

...the ... of ...  
...the ... of ...  
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...the ... of ...

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...the ... of ...

or "teacher of French and English." The purpose of this, of course, was to check on all addresses supplied by Placement.

With three teachers who had not replied to the original postcards, but who had local addresses listed in the telephone directory, the writer decided to check by telephone. The resulting information supplied by relatives of the graduates proved the value of this method, although it is more expensive and time-consuming unless the interviewer has a private line.

Following the securing of all pertinent information, the author set up a master sheet to record the information in the most convenient form, set up charts and graphs as samples of types to be used, and recorded the data secured in appropriate tables.





## SAMPLE V

## INTRODUCTORY POSTCARD, MESSAGE SIDE

Mr. James F. Burns  
c/o Boston University, School of Education  
84 Exeter Street, Boston, 16, Mass.

THIS SIDE OF CARD IS FOR ADDRESS

REPLY CARD

Dear

May I have an hour of your time, if you are now teaching social studies? By means of a six-page questionnaire, made up largely of checklist items, I am trying to find out what in-school activities social studies teachers engage in, the time taken for these activities, and related information. I hope to obtain significant facts regarding the teacher's problems, especially problems concerning time spent in school.

An hour of your time is all that I need, though I realize that even that may be more than you can spare. In any case, I shall be glad to send you a summary of the results I obtain.

May I send the questionnaire, for you to fill out, either entirely, or in part?

Whether you teach or not, or wish to fill out the questionnaire,

PLEASE CHECK THE ANSWERS TO THE QUESTIONS ON THE  
RETURN CARD AND DROP IT IN THE MAILBOX

Name		Address		City		State		Zip	
1	John Doe	123 Main St	Anytown	CA	90210	1	2	3	4
2	Jane Smith	456 Elm St	Springfield	IL	62701	5	6	7	8
3	Bob Johnson	789 Oak St	Chicago	IL	60601	9	0	1	2
4	Alice Brown	101 Pine St	Los Angeles	CA	90001	3	4	5	6
5	Charlie Davis	202 Maple St	New York	NY	10001	7	8	9	0
6	Eve White	303 Cedar St	Houston	TX	77001	1	2	3	4
7	Frank Green	404 Birch St	Phoenix	AZ	85001	5	6	7	8
8	Grace Hall	505 Walnut St	San Antonio	TX	78101	9	0	1	2
9	Henry King	606 Cherry St	San Diego	CA	92101	3	4	5	6
10	Ivy Lee	707 Elm St	San Jose	CA	95101	7	8	9	0
11	Jack Miller	808 Oak St	San Francisco	CA	94101	1	2	3	4
12	Karen Wilson	909 Pine St	Seattle	WA	98101	5	6	7	8
13	Larry Moore	1010 Maple St	Portland	OR	97201	9	0	1	2
14	Mary Taylor	1111 Cedar St	Denver	CO	80201	3	4	5	6
15	Ned Anderson	1212 Birch St	San Jose	CA	95101	7	8	9	0
16	Olivia Clark	1313 Walnut St	San Francisco	CA	94101	1	2	3	4
17	Peter Evans	1414 Cherry St	San Jose	CA	95101	5	6	7	8
18	Quinn Foster	1515 Elm St	San Jose	CA	95101	9	0	1	2
19	Rachel Gibson	1616 Oak St	San Jose	CA	95101	3	4	5	6
20	Samuel Harris	1717 Pine St	San Jose	CA	95101	7	8	9	0
21	Tina King	1818 Maple St	San Jose	CA	95101	1	2	3	4
22	Uma Lee	1919 Cedar St	San Jose	CA	95101	5	6	7	8
23	Victor Miller	2020 Birch St	San Jose	CA	95101	9	0	1	2
24	Wendy Moore	2121 Walnut St	San Jose	CA	95101	3	4	5	6
25	Xavier Taylor	2222 Cherry St	San Jose	CA	95101	7	8	9	0
26	Yara White	2323 Elm St	San Jose	CA	95101	1	2	3	4
27	Zoe Green	2424 Oak St	San Jose	CA	95101	5	6	7	8
28	Adam Hall	2525 Pine St	San Jose	CA	95101	9	0	1	2
29	Bella King	2626 Maple St	San Jose	CA	95101	3	4	5	6
30	Carl Lee	2727 Cedar St	San Jose	CA	95101	7	8	9	0
31	Diana Miller	2828 Birch St	San Jose	CA	95101	1	2	3	4
32	Ethan Moore	2929 Walnut St	San Jose	CA	95101	5	6	7	8
33	Fiona Taylor	3030 Cherry St	San Jose	CA	95101	9	0	1	2
34	Gavin White	3131 Elm St	San Jose	CA	95101	3	4	5	6
35	Hannah Green	3232 Oak St	San Jose	CA	95101	7	8	9	0
36	Ian Hall	3333 Pine St	San Jose	CA	95101	1	2	3	4
37	Jessica King	3434 Maple St	San Jose	CA	95101	5	6	7	8
38	Kyle Lee	3535 Cedar St	San Jose	CA	95101	9	0	1	2
39	Laura Miller	3636 Birch St	San Jose	CA	95101	3	4	5	6
40	Michael Moore	3737 Walnut St	San Jose	CA	95101	7	8	9	0
41	Natalie Taylor	3838 Cherry St	San Jose	CA	95101	1	2	3	4
42	Oscar White	3939 Elm St	San Jose	CA	95101	5	6	7	8
43	Pamela Green	4040 Oak St	San Jose	CA	95101	9	0	1	2
44	Quinn Hall	4141 Pine St	San Jose	CA	95101	3	4	5	6
45	Rachel King	4242 Maple St	San Jose	CA	95101	7	8	9	0
46	Samuel Lee	4343 Cedar St	San Jose	CA	95101	1	2	3	4
47	Tina Miller	4444 Birch St	San Jose	CA	95101	5	6	7	8
48	Uma Moore	4545 Walnut St	San Jose	CA	95101	9	0	1	2
49	Victor Taylor	4646 Cherry St	San Jose	CA	95101	3	4	5	6
50	Wendy White	4747 Elm St	San Jose	CA	95101	7	8	9	0
51	Xavier Green	4848 Oak St	San Jose	CA	95101	1	2	3	4
52	Yara Hall	4949 Pine St	San Jose	CA	95101	5	6	7	8
53	Zoe King	5050 Maple St	San Jose	CA	95101	9	0	1	2
54	Adam Lee	5151 Cedar St	San Jose	CA	95101	3	4	5	6
55	Bella Miller	5252 Birch St	San Jose	CA	95101	7	8	9	0
56	Carl Moore	5353 Walnut St	San Jose	CA	95101	1	2	3	4
57	Diana Taylor	5454 Cherry St	San Jose	CA	95101	5	6	7	8
58	Ethan White	5555 Elm St	San Jose	CA	95101	9	0	1	2
59	Fiona Green	5656 Oak St	San Jose	CA	95101	3	4	5	6
60	Gavin Hall	5757 Pine St	San Jose	CA	95101	7	8	9	0
61	Hannah King	5858 Maple St	San Jose	CA	95101	1	2	3	4
62	Ian Lee	5959 Cedar St	San Jose	CA	95101	5	6	7	8
63	Jessica Miller	6060 Birch St	San Jose	CA	95101	9	0	1	2
64	Kyle Moore	6161 Walnut St	San Jose	CA	95101	3	4	5	6
65	Laura Taylor	6262 Cherry St	San Jose	CA	95101	7	8	9	0
66	Michael White	6363 Elm St	San Jose	CA	95101	1	2	3	4
67	Natalie Green	6464 Oak St	San Jose	CA	95101	5	6	7	8
68	Oscar Hall	6565 Pine St	San Jose	CA	95101	9	0	1	2
69	Pamela King	6666 Maple St	San Jose	CA	95101	3	4	5	6
70	Quinn Lee	6767 Cedar St	San Jose	CA	95101	7	8	9	0
71	Rachel Miller	6868 Birch St	San Jose	CA	95101	1	2	3	4
72	Samuel Moore	6969 Walnut St	San Jose	CA	95101	5	6	7	8
73	Tina Taylor	7070 Cherry St	San Jose	CA	95101	9	0	1	2
74	Uma White	7171 Elm St	San Jose	CA	95101	3	4	5	6
75	Victor Green	7272 Oak St	San Jose	CA	95101	7	8	9	0
76	Wendy Hall	7373 Pine St	San Jose	CA	95101	1	2	3	4
77	Xavier King	7474 Maple St	San Jose	CA	95101	5	6	7	8
78	Yara Lee	7575 Cedar St	San Jose	CA	95101	9	0	1	2
79	Zoe Miller	7676 Birch St	San Jose	CA	95101	3	4	5	6
80	Adam Moore	7777 Walnut St	San Jose	CA	95101	7	8	9	0
81	Bella Taylor	7878 Cherry St	San Jose	CA	95101	1	2	3	4
82	Carl White	7979 Elm St	San Jose	CA	95101	5	6	7	8
83	Diana Green	8080 Oak St	San Jose	CA	95101	9	0	1	2
84	Ethan Hall	8181 Pine St	San Jose	CA	95101	3	4	5	6
85	Fiona King	8282 Maple St	San Jose	CA	95101	7	8	9	0
86	Gavin Lee	8383 Cedar St	San Jose	CA	95101	1	2	3	4
87	Hannah Miller	8484 Birch St	San Jose	CA	95101	5	6	7	8
88	Ian Moore	8585 Walnut St	San Jose	CA	95101	9	0	1	2
89	Jessica Taylor	8686 Cherry St	San Jose	CA	95101	3	4	5	6
90	Kyle White	8787 Elm St	San Jose	CA	95101	7	8	9	0
91	Laura Green	8888 Oak St	San Jose	CA	95101	1	2	3	4
92	Michael Hall	8989 Pine St	San Jose	CA	95101	5	6	7	8
93	Natalie King	9090 Maple St	San Jose	CA	95101	9	0	1	2
94	Oscar Lee	9191 Cedar St	San Jose	CA	95101	3	4	5	6
95	Pamela Miller	9292 Birch St	San Jose	CA	95101	7	8	9	0
96	Quinn Moore	9393 Walnut St	San Jose	CA	95101	1	2	3	4
97	Rachel Taylor	9494 Cherry St	San Jose	CA	95101	5	6	7	8
98	Samuel White	9595 Elm St	San Jose	CA	95101	9	0	1	2
99	Tina Green	9696 Oak St	San Jose	CA	95101	3	4	5	6
100	Uma Hall	9797 Pine St	San Jose	CA	95101	7	8	9	0

## SAMPLE VI

## INTRODUCTORY POSTCARD, RETURN CHECKLIST

Please Forward

THIS SIDE OF CARD IS FOR ADDRESS

Mr. James F. Burns,  
 c/o Boston University, Sch. of Ed.  
 84 Exeter St., Boston, 16, Mass.

PLEASE CHECK THE ITEMS BELOW AND RETURN THIS CARD

1. Do you teach secondary school social studies? Yes...No...
2. If the answer is "No", what is your full-time occupation?.....
3. If the answer is "Yes", may I send you the questionnaire with a self-addressed, stamped envelope, to be filled out either entirely or in part? Yes.... No....
4. What is your address, if changed?  
 .....



STATE OF NEW YORK

IN SENATE

January 10, 1902

REPORT OF THE

COMMISSIONERS OF THE LAND OFFICE  
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE  
ON JANUARY 10, 1902  
RELATIVE TO THE LANDS BELONGING TO THE STATE  
AND THE MANNER OF THEIR DISPOSITION  
AND THE PROCEEDINGS OF THE COMMISSIONERS  
IN THE MATTER OF THE SALE OF THE LANDS  
AND THE MANNER OF THEIR DISPOSITION  
AND THE PROCEEDINGS OF THE COMMISSIONERS  
IN THE MATTER OF THE SALE OF THE LANDS

## SAMPLE VII

## FOLLOW-UP LETTER TO TEACHERS

Boston University  
School of Education  
Boston, 16, Mass.  
(Date)

Dear Teacher:

Thank you for your interest. Enclosed you will find the six-page questionnaire to be filled out on the basis of your social studies teaching this year. Fill out each section as accurately as possible, noting time spent approximately if the exact figures are not certain or are difficult to obtain.

It is not my intention that you should spend a great deal of time on this questionnaire. I realize, from experience, the crowded nature of your school schedule. As a matter of fact, that is one of the points I hope to emphasize in this study. I appreciate all the more, therefore, your thoughtfulness in taking time out to answer this questionnaire, when the hour or so you spend on it can not secure for you any tangible payment. I know, too, that the heartfelt, "Thank you," that I may express through this letter would hardly suffice to repay my debt to you.

So answer all of the questions if you can, but only part of them if you run short of time, or become impatient with my efforts to secure a book full of information in the six pages I've sent to you. If I, in my present close association with the school, am able to aid you in any way, I shall be glad to do so, and I shall send you a summary of my analysis of data secured as soon as it is ready.

Sincerely

James F. Burns

THE  
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## SAMPLE VIII

## INTRODUCTORY LETTER USED WITH PLACEMENT LIST

Boston University  
School of Education  
February 22, 1949

Dear Miss Brinton:

As part of the requirement for my Master's Degree, I am conducting a survey of teachers of social studies who have graduated within the last three years from Boston University with a bachelor's or a master's degree.

My purpose in conducting this survey is to discover the type and amount of work that such teachers must perform apart from their social studies teaching, and thus make prospective teachers aware of the many aspects of the teaching profession and to let them know what is expected of them.

The Boston University Placement Service provided a list of those who were, according to their records, teaching social studies, but since I desired further information, I am writing to you. I would appreciate it, therefore, if you would take the hour or so that is required to fill out the accompanying questionnaire, and return it within the next two or three weeks if possible. If you feel that you can fill out the questionnaire by taking a longer period of time, then do so, for I realize the crowded nature of your teaching schedule. Naturally, I do not expect you to include information that you feel is of a personal nature.

If you are not able to fill out the questionnaire, please return it with a marginal explanation, such as "too busy," or "not teaching social studies." Please include here an explanation of the job you perform, such as, "teacher of French and English," or "housewife," etc.

I shall send you a summary of the results of the survey as soon as I have obtained them. I would appreciate an early reply.

Yours truly,

James M. Burns



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## SAMPLE IX

## SURVEY QUESTIONNAIRE OF SOCIAL STUDIES TEACHERS

The purpose of this questionnaire is to discover the extent to which you, as a social studies teacher, are engaged in in-school activities other than teaching your social studies subjects, and to find out other pertinent information related to this topic, such as your teaching combinations and your training for the positions which you hold. Please fill out the questionnaire only on the basis of your schedule for the current school year, unless other information is requested.

## I. General Information:

Name.....Grade level taught.....  
 Married.....Single..... Number of children.....  
 Name of School and city.....  
 Number of years at present position.....Number of years teaching.....  
 Major subject in college.....Minor.....  
 Bachelor's Degree in.....19..Master's Degree in.....19..  
 Starting salary.....per year Present salary.....per year

## II. Subjects Taught:

List the subjects you teach, noting the number of different sections in each. Include also the content of the course, in a word if possible, if it is not indicated in the title, and the hours spent teaching the subject.

	Number	Total hrs per wk.
Name of subject and content of course of sections		
1.....		
2.....		
3.....		
4.....		
5.....		
6.....		

## III. Extra-curricular Activities:

List here those activities which you sponsor that are usually thought of as extra-curricular. Include here clubs, athletic teams, music and language groups, newspapers, student council, dance classes, and any other activity in which students take part, which meets regularly and is organized in some manner. List the name of the club or activity, describe it if the name is not descriptive enough, note frequency of meetings, and time spent each week in the activity. Note whether the activity is on school time or not by checking Yes or No.

Name of activity and description	Frequency of Meetings	Hours/week	On school time?
1.....			Yes...No...
2.....			
3.....			
4.....			
5.....			
6.....			



IV. Irregularly Occurring Activities:

List here those school activities which you sponsor that do not occur regularly, weekly, monthly, etc. Include sponsorship or responsibility for the Yearbook, proms and dances, class plays, elections, graduation exercises, etc. If you have acted or expect to act as chaperone, patron or guide on field trips, dances, etc., include this information. Note approximate time per year, and your title.

Name of activity and description	Teacher's title	Time per year in hrs.
1.....		
2.....		
3.....		
4.....		
5.....		
6.....		

V. Guidance Activities:

Since the social studies deal with human relations, we are interested in the extent to which social studies teachers are selected for guidance duties. List here the position held, the duties of the job briefly, and the time allotted for the work.

Name of guidance position and duties	Hours per week
1.....	
2.....	
3.....	

VI. Administrative Activities:

What administrative activities, not included in the above groups, take up part of your time? Note the activity, its description if necessary, and your title. Include here teachers' meetings, faculty committees, monitorial duties, study hall supervision, homeroom responsibility, etc. If you include teachers' meetings or committees, note the reason for holding them (curriculum revision, subject correlation, etc.)

Name of activity and description	Teacher's title	Hours per week
1.....		
2.....		
3.....		
4.....		

If you have included homeroom responsibility in the above list, check your duties as homeroom sponsor:

Keeping records of pupils..., Group guidance work..., Individual conference for advising..., Planned activity (health program, etc.)..., Student government advisor..., Other duties.....





VII. Miscellaneous Activities:

Note here any activities not included in the above lists which you feel should be included in the in-school activities of the social studies teacher. Tutoring may be included here. If you expect to make extensive revisions in any course or subject this year, note this as "revising curriculum", the subject affected, and the approximate hours you will spend in revision.

Name of activity and description	Teacher's title	Hours per wk/year
1.....		
2.....		
3.....		
4.....		

VIII. Method of Selection:

For what reasons were you selected for the positions listed above apart from your teaching? Check more than one if it applies.

Previous experience (specify).....  
Due to courses taught (which).....  
College extra-curricular (what?).....  
Seniority..... New teacher.....Due to your interest (volunteer).....  
Arbitrary selection.....Lack of heavy academic load.....  
A college course (which?).....  
Special skill (piano, etc., specify).....  
Other reasons.....

IX. Records and Reports:

What records and reports do you make out or keep? Required: Report cards for parents....., Reports or records for the administration....., Records for personal reference....., Reports on activities....., Other records and reports (specify).....  
Not required: For personal use....., For other teachers....., For pupil or parent's use....., Other (specify).....

How frequently do you make out these reports or records, and how many hours do you spend doing this during each period checked?

Weekly.....hours; Semi-monthly.....hours;  
Monthly.....hours; Every two months.....hours;  
Yearly.....hours; Other (specify).....hours



X. Helping Pupils, Contacting Parents:

How do you help pupils who are in danger of failing?

Conference....., Referral to guidance department....., After-school tutoring....., Special classes....., Other methods.....

How much time does this take per week? .....hours per week.

Aside from required reports to parents, how many hours a week do you spend in writing to or calling on parents whose children need help? Writing letters.....hours per week, visiting homes.....hours per week, other methods (specify)....., .....hours per week.

How much time do you spend in trying to contact parents for the purpose of having them come to meetings, dances, or exhibitions of their children's work? Writing letters.....hours per week, visiting homes .....hours per week, other methods (specify)....., .....hours.

XI. School's Attitude and Policies:

Where credit is given for club activities, what is the average credit for each activity in which the student engages? .....points,

How do you check on work accomplished in activities? Tests....., Observation,....., Notebooks....., Finished products....., Other.....,

Who has charge of selection of teachers for the activities listed by you? (If more than one person selects, note activities affected.)

.....

Is there an official guidance program in your school? Yes...No...

Is there a director of extra-curricular activities? Yes...No...

Must all pupils engage in some extra-curricular activity? Yes..No..

Is there a limit on the number of activities in which a student may engage at any one time? Yes...No... What is the limiting number?... Other limiting factors (grades, etc.).....

Is the school building available for activities or must they be held elsewhere? Available....Elsewhere (where?).....

Are the facilities available for your extra-curricular activities as adequate as are the classroom facilities? Yes....No.... What is your greatest need?.....

Is the administration and faculty helpful....., neutral....., or opposed to you in your conduct of activities? opposed.....

Has any activity ever been forbidden or stopped in your experience? Yes....No.... Which activity?.....For what reason?.....

.....





XII. Teacher's Skills:

Are you more capable or possess greater skill (dancing, knowledge of photography, etc.) in the activities that you sponsor than any of your pupils?....., most?....., about one-half....., less than one third?...

Is there an activity which you sponsor in which you feel not very well qualified? Yes...No... Which one?.....

What skills or abilities do you possess that could be but are not now being utilized in an activity?.....

XIII. Teacher's Interests:

In what in-school activity, including subjects taught, are you most interested?.....Least interested?.....

What activity, including subjects taught, do you consider your easiest assignment?.....Most difficult?.....

What activities are you interested in and desire to sponsor that are not now conducted in your school?.....

Could you begin a program in this activity if you had time?Yes..No..

What activities would you like to sponsor that are being conducted by some other teacher?.....

What activities, not now required, which you sponsor, should be required for best growth of pupils?.....

Would you drop any of the courses in the curriculum in order to make room for the activity? Yes...No...Which course?.....

How would you rather spend your time than in supervision of in-school activities? Satisfied....., Travel....., Reading....., Attending plays or other entertainment....., Conversation....., Study....., Work for extra money....., Community club activity....., Other things (specify).....

Are you genuinely interested in....., tolerate as a necessary job... or do you dislike....., most of the extra-curricular activities that you sponsor?

Have any of the activities which you sponsored ever failed to achieve the success you expected of them? Yes...No... Which one?..... Why did it fail?.....



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## XIV. Extra Pay for Activities:

If you have ever received or now receive extra pay for any of the activities in which you engage, please list the activities affected and the pay received.

Activity.....pay per year.....dollars.

Activity.....pay per year.....dollars.

Activity.....pay per year.....dollars.

If you have acted, or expect to act, as chaperone, patron, or guide, will you have to pay your own expenses? Yes....No....

## XV. College Training and Experience:

What skills or knowledge would you have found helpful in your present activity program that you might have obtained in a teacher-training program? (methods of dance instruction, statistics, financial knowledge, interviewing techniques, sports methods, etc.).....

What college courses have you taken since being assigned to your activities, in order to fit you more adequately for your job? (list only those courses related to the activities).....

Have they proved satisfactory? Yes....No....

Do you wish that you had majored in some other teaching field in college? Yes....No.... What field?.....

From what professional (education) course did you derive the most benefit?.....the least benefit?.....

XVI. In the light of your experience since graduation, what specific advice would you give to prospective teachers, aside from that already indicated in the questionnaire?.....

## XVII. Total Teaching Load:

What is your estimate of the overall time you spend each week during the school year in activities (including teaching) related to your job as a social studies teacher? .....hours per week.



THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILL. 60637

TO THE EDITOR OF THE JOURNAL OF THE HISTORY OF ARTS  
FROM THE DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILL. 60637

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF THE HISTORY OF ARTS  
CHICAGO, ILL. 60637

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DEPARTMENT OF THE HISTORY OF ARTS  
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## CHAPTER IV

## RESULTS OF THE SURVEY

Before attempting to note the results of the survey, the author would like to reiterate a few pertinent facts. First of all, the wide scope of the survey, including as it does both Bachelor of Science and Master's graduates in Education, as well as Bachelor of Arts and Master of Arts graduates, tends to make any findings less valid than they would have been had the study been restricted to Bachelor of Science graduates at the School of Education. However, the experimental nature of the study makes this point less important than it would otherwise have been, and results obtained have been valid enough to make the study worthwhile. In any case, it has been restricted generally to social studies teachers who have majored in that field, with a few exceptions. Secondly, this study does not attempt to include all of the various types of tables, graphs, and charts that might be employed in bringing to the students or faculty of a college the true picture of the life of graduates. Those charts which are included are merely guides to others that might be used, while the tables, set up generally on the basis of total hours per week in subject matter, extra-curricular activities, etc., might have been set up in a number of other ways, according to the number of teachers engaged in the activity, for example. Other charts, it may be noted, are set up in this way. It is quite evident, therefore, that each chart and table is set up for a definite purpose, and its use in all areas and at all times is to be discouraged. Lastly, some of the conclusions involve such a small number of graduates that they may be regarded only as indicative of trends of existing conditions, and of little value as true summaries or representations of existing conditions. Further study is necessary before the findings on many of these subjects may



be regarded as valid.

For convenience in measuring average time, the school year is considered to consist of forty weeks of five days each, with one month's time consisting generally of four weeks. Thus, if an activity takes up forty hours time for the teacher over the period of one year, he is spending an average of one hour per week on it, or four hours per month.

Certain activities might fit properly into several categories in the listing. For instance, one teacher regarded coaching as a teaching function and placed it under subjects taught, while another regarded it as extra-curricular activity. The teacher's designation in these cases was accepted, in order to avoid confusion of terms.

#### Returns from Survey

Because this paper is an experimental follow-up study, it may be well to discuss first the results of the survey as far as total number of cards and letters sent and received are concerned. Thus, the value of various types of sources for addresses may be more easily determined.

Table III illustrates the results obtained from the sending out of postcards to the various graduates. Of the 215 double postcards sent to Social Studies majors of one type or another, 115 were sent back, a 53.5 per cent return. Those graduates for the years 1946, 1947, and 1948 showed the greatest percentage of return, not, probably, because they were more cooperative, but simply because their addresses obtained in the yearbook were more recent, and thus more accurate. The low percentage of return for 1945 and 1943 graduates would indicate the truth of this assumption. It is difficult, however, to account for the low percentage of return on the graduates designated as "Secondary Education", or "Education" majors. The general returns here seem



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TABLE 111

## RETURNS FROM ORIGINAL SURVEY (Postcards and Questionnaires)

Degree	Major	Year	Postcards Sent	Postcards Received	Per cent of Return	Questionnaire sent	rec'd
B.S. in Ed.	Soc. Stud.	1948	45	32	71.1	8	8
B.S. in Ed.	Soc. Stud.	1947	51	29	56.9	10	8
B.S. in Ed.	Soc. Stud.	1946	33	25	75.7	4	3
B.S. in Ed.	Soc. Stud.	1945	35	7	20	2	2
B.S. in Ed.	Soc. Stud.	1944	3	0	0	0	0
B.S. in Ed.	Soc. Stud.	1943	20	3	15	0	0
Ed. M.	Soc. Stud.	1948	5	5	100	4	3
Ed. M.	Soc. Stud.	1947	20	12	60	7	5
A.B. CLA	History	1947	3	2	66.6	0	0
Total	Soc. Stud.	43-48	215	115	53.5	35	29
B.S. in Ed.	Sec. Ed.-Ed.	1948	6	3	50	2	1
B.S. in Ed.	Sec. Ed.-Ed.	1947	44	11	25	0	0
B.S. in Ed.	Sec. Ed.-Ed.	1946	3	1	33.3	0	0
Ed. M.	Sec. Ed.-Ed.	1948	--	--	---	-	-
Ed. M.	Sec. Ed.-Ed.	1947	25	11	44	3	3
Total	Sec. Ed.-Ed.	46-48	78	26	33.3	5	4
B.S. in Ed.	Spanish	47-48	2	1	50	0	0
B.S. in Ed.	Phys. Ed.	47-48	41	11	26.8	4	1
B.S. in Ed.	Math.	47-48	13	5	38.5	0	0
B.S. in Ed.	English	47-48	25	9	36	0	0
B.S. in Ed.	Comm. Ed.	47-48	10	3	33.3	0	0
B.S. in Ed.	French	47-48	7	4	57.1	1	0
B.S. in Ed.	Biology	1947	1	1	100	1	1
B.S. in Ed.	Spec. Ed.	1947	3	2	66.6	0	0
B.S. in Ed.	Italian	1948	2	1	50	0	0
B.S. in Ed.	Health Ed.	1948	2	0	0	0	0
B.S. in Ed.	English	1943	8	4	50	0	0
B.S. in Ed.	Comm. Ed.	1943	7	1	14.2	0	0
B.S. in Ed.	Phys. Ed.	1943	3	2	66.6	0	0
B.S. in Ed.	Chem. & Phys.	1943	2	1	50	0	0
B.S. in Ed.	Spanish	1943	3	0	0	0	0
Ed. M.	Per. & Guid.	1948	2	2	100	1	1
Ed. M.	Measure.	1948	1	1	100	0	0
Ed. M.	Vis. Ed.	1948	1	1	100	0	0
Total	Misc.	43-48	132	49	37.1	7	3
Total of all studied		43-48	425	190	44.7	47	36

Date		Description		Amount	
1890	Jan 1	Balance		100.00	
	Jan 5	John Doe		50.00	
	Jan 10	John Doe		25.00	
	Jan 15	John Doe		75.00	
	Jan 20	John Doe		100.00	
	Jan 25	John Doe		50.00	
	Jan 30	John Doe		25.00	
	Feb 1	John Doe		75.00	
	Feb 5	John Doe		100.00	
	Feb 10	John Doe		50.00	
	Feb 15	John Doe		25.00	
	Feb 20	John Doe		75.00	
	Feb 25	John Doe		100.00	
	Feb 30	John Doe		50.00	
	Mar 1	John Doe		25.00	
	Mar 5	John Doe		75.00	
	Mar 10	John Doe		100.00	
	Mar 15	John Doe		50.00	
	Mar 20	John Doe		25.00	
	Mar 25	John Doe		75.00	
	Mar 30	John Doe		100.00	
	Mar 31	Balance		100.00	

to indicate that the "Hub" is of some value in securing addresses, though its relation to other methods of obtaining them is only apparent after further study.

Because those graduates who were sent questionnaires had requested them, any percentage score on these results would be valueless. It is interesting to note, however, that due to the writer's desire to question only social studies teachers, only 36 of the original 425 contacted filled out the questionnaires. This was caused by:

1. Graduates possessing other than social studies positions.
2. Graduates not desiring to answer questionnaires.
3. Graduates who could not be contacted due to changes of address.

Table IV, showing the returns for graduates contacted by means of the Placement Service list, shows a percentage of return hardly better than that for the "Hub" list. Of 102 graduates contacted, only 58 replied, a percentage of 56.8. Since one graduate who answered replied that she was too busy to fill out the questionnaire, the returns showed that of the 58 replying, only 34 were still social studies teachers, or that 24 out of the 58 had changed their jobs to some degree since the list was last compiled. This could, of course, be merely a change within a school system, for many answered that they were teaching other than social studies. Twelve of the graduates who answered the questionnaire were from the College of Liberal Arts, indicating that these graduates are able to secure positions teaching almost as readily as do School of Education graduates. The best percentage of return was from graduates with Master's degrees.

Thus, from a total of 425 postcards and 149 questionnaires sent out, representing a mailing cost of \$17.44, the writer had received 190 postcards and







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1020 Cash			
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and 69 questionnaires. It is interesting to note, too, that of the 190 postcards received, 65 listed changes of address.

#### Positions Held By Boston University Graduates

While returned postcards could not aid in the answering of questionnaires, they did help supply the information in Table V regarding positions held by Boston University graduates. Since the cards and questionnaires were addressed to graduates of the School of Education, it is only natural that most of the graduates should hold positions related to teaching in some way. While the majority of those who were not attending school were engaged in social studies teaching, the variety of other fields represented by graduates demonstrated that the graduate of the School of Education need not restrict himself to one field. Although the more recent Bachelor of Science and Master's in Education graduates held a greater number of positions in junior high schools than did earlier graduates, these positions were by no means restricted to these graduates, and recent graduates often secured positions in senior high grades. Thirteen of the 1948 graduates at the School of Education, at least, had elected to continue their studies, and were not teaching.

The few salesmen, and those who held positions unrelated to teaching might raise the question as to whether or not they had received adequate guidance while in school, or were exposed to teaching at a date early enough in their collegiate career so that they could determine their like or dislike for teaching more readily.

#### Replies to the Questionnaire - General Information

Sixty-nine graduates answered the questionnaire. Of this group, twenty-nine were junior high school social studies teachers, twenty-eight senior high school teachers, eight teachers in both branches of the secondary school,





TABLE V

## POSITIONS HELD BY BOSTON UNIVERSITY GRADUATES

Position	BS in Ed. Soc.Stud.			BS in Ed. Other			Ed.M 46-8			Ed.M 46-8 Other			BA 46-48 All			MA 46-48 All			BS pre-46 All			Total
	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	
Graduate Student- Bos. U.	1	10																				20
Grad. Student- Other Col.	1	3																	1			7
Soc. Stud. Tchr.-Jr. & Sr.	6	1	4							1	1											14
Soc. Stud. Tchr.-Sr. High	2	4	4							4	5	6				1	1	2				30
Soc. Stud. Tchr.-Jr. High	3	9	5							2	1	5	6			2		3				39
Elementary Teacher		4	3	1	2	1				1		2			3	1					1	20
Mech.Dr. Tchr. & Coach		1																				1
Teaching Other Subjects			1													1	1					3
Tchr. of Reading, Mus., Sci.																			1			1
Teacher of Phys. Ed.																						1
Librarian and Eng. Tchr.																						1
Tchr. Indus.Arts-Spec.Cl.																						1
Eng. and Math. Teacher																						4
Mathematics Teacher																						2
Foreign Language Teacher																						1
Teacher of Comm. Subjects				1																		5
Biology and Chem. Tchr.																			1			1
French Teacher																						1
Remedial Reading Teacher																						2
Tchr. Math. and Phys. Ed.																						2
Tchr. Phys. Ed. & Health																						1
Literature Teacher																						1
Home Economics Teacher																						1
Science Teacher		1																				3
Phys.Ed. Dir. and Coach			1																		1	6
Teacher- Hebrew School	1	1																				2

TABLE V





# POSITIONS HELD BY BOSTON UNIVERSITY GRADUATES

Position	BS in Ed. Soc.Stud.			BS in Ed. Other			Ed.M 46-8 Soc.Stud.			Ed.M 46-8 Other			BA 46-48 All			MA 46-48 All			BS pre-46 All			Total
	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	43	44	45	
Teaches Children at Home			1																			1
College Teacher	1	1			3			2									1		2			10
Col.-Coord. of Coop. Work												1										1
Private School Teacher													1									1
High School Principal										1												1
Principal-Teacher Jr. H.		1						2	1								1					5
Junior College Teacher																1	1	1				3
Nursery School-Hand.Child.						1																1
Sub.-H.S. of Commerce-Bos.						1																1
Driving Instructor					1																	1
Director of Guidance	1																					1
Guidance Work	1																					1
Minister in Sch. of Theo.	1																					1
Attending Art School			1																			1
Studying Physio-therapy		1																				1
Taking Ph.D.- Grad School							1															1
Director-School of Nursing										1												1
Not Teaching This Year																		1	2			3
Psychiatric Social Work		1																				1
Social work			1																			1
Librarian, Hospital	1																					1
Boy's Secretary, YMCA												1										1
Adjuster-Finance Company			1																			1
Vice Pres.-Manufac. Co.			1																			1
Housewife	3			1	3	1						1						3		1		13
Insurance Salesman									1													1





## POSITIONS HELD BY BOSTON UNIVERSITY GRADUATES

Position	BS in Ed. Soc.Stud.			BS in Ed. Other			Ed.M Soc. Stud.			Ed.M 46-8 Other			BA 46-48 All			MA 46-48 All			BS pre-46 All			Total
	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	46	47	48	
Civilian Psychologist-Army			1																			1
Sales Promotion	1																					1
Field Sec'y-Health Ed.	1																					1
Resort Manager						1																1
Director of Recreation						1																1
Salesman						1																2
Physical Therapist																			1			1
Psychologist						1													1			2
Secretarial Work						1																1
U.S. Army- Austria						1																1
Auto Mechanic												1										1
Publisher's Representative									1													1
Novice-Missionary Order																		1				1
VA Training Officer									1													1
Probation Officer																		1				1
Card Returned			1																2			4
Totals	22	28	38	4	23	23	6	24	19	1	8	3	1	5	3	4	10	6	15	0	2	248



Included in the survey were a college instructor and two sixth grade teachers. Of the sixty-nine persons who answered the questionnaire, forty-five were men, twenty-four women. Twenty-eight of the men and four of the women were married.

#### Geographic Location of Teachers

When the map, Table VI, was dotted with the locations of the 69 teachers surveyed, it was discovered that the greatest number had remained in Massachusetts to teach, that New England contained an overwhelming majority of teachers studied, and that few states outside of New York and New Jersey contained Boston University graduates. Graduates were distributed as follows:

Massachusetts	32	New Jersey	2
Connecticut	13	Vermont	1
Maine	5	California	1
New Hampshire	5	Texas	1
New York	4	Ohio	1
Rhode Island	3	Colorado	1

#### Teaching Before Receiving Degrees

If the major purpose of a follow-up study was to discover the problems of new teachers, the fact that some graduates may have been teaching before receiving their degrees would become an important factor in analysis of data. Table VIII shows that of 69 graduates contacted, 6 had been teaching before receiving their degrees. Thirty-three graduates had received Master's degrees after they began teaching, eleven before beginning to teach, while twenty-five had only the Bachelor of Science or Bachelor of Arts degree.

#### Salaries

The student of education is especially interested in the salaries of teachers, for he wants, first of all, to know that he can obtain a livable wage teaching, that he may expect annual increases in salary, and that he





GEOGRAPHIC DISTRIBUTION OF TEACHERS STUDIED (69 cases)

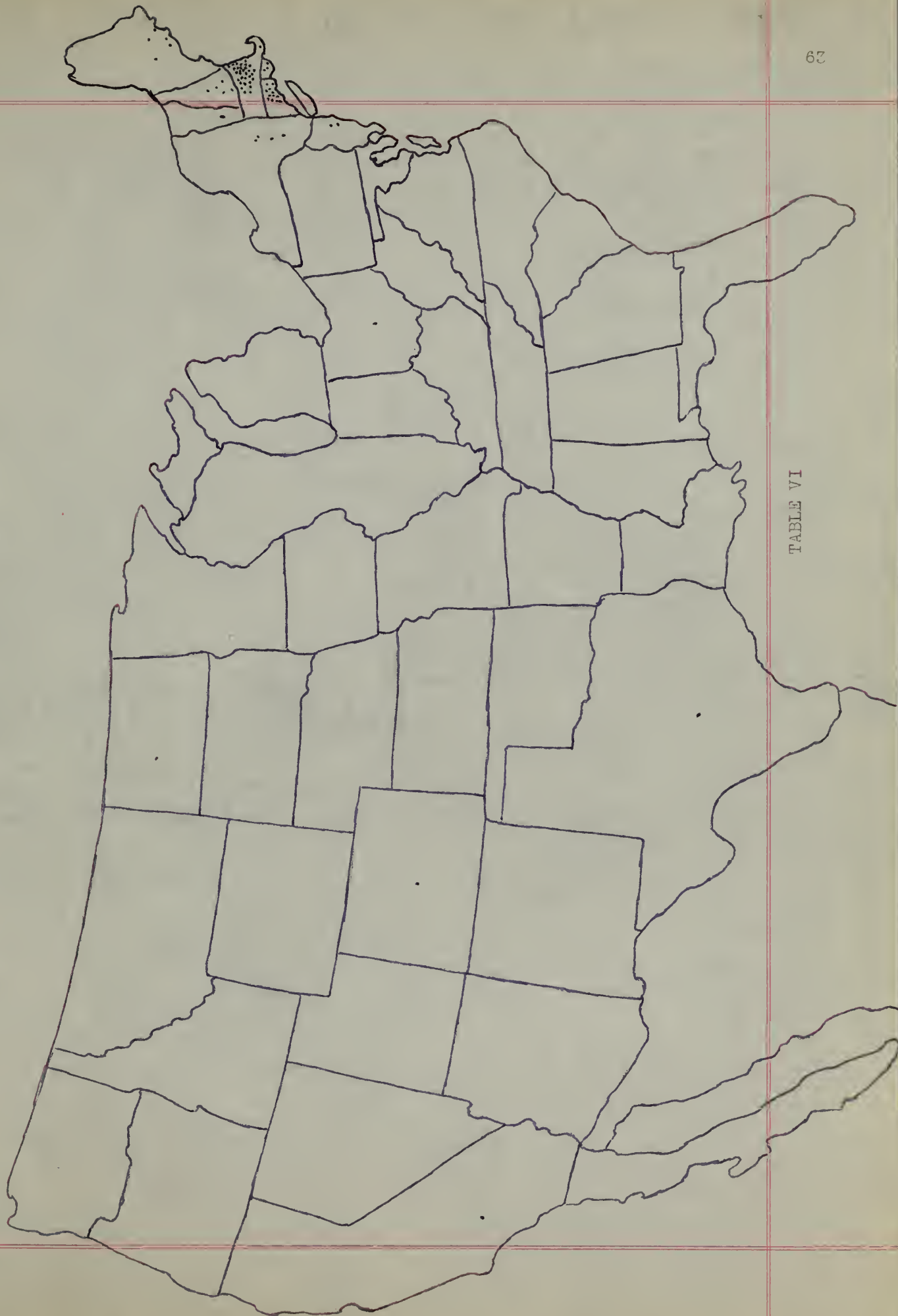


TABLE VI



TABLE VII

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 GRADE LEVEL TAUGHT BY TEACHERS SURVEYED

Junior High School	29 teachers
Senior High School	28 teachers
Junior-Senior High	8 teachers
Elementary (sixth)	2 teachers
Junior College	1 teacher
College	1 teacher

---

TABLE VIII

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 TEACHERS TEACHING BEFORE RECEIVING DEGREES

Years Teaching	Degree
23	B.S. in Ed. 1943
20	B.S. in Ed. 1945
20	B.S. in Ed. 1946
15	B.S. in Ed. 1946
10	B.S. in Ed. 1945
7	B.S. in Ed. 1947

---





may expect, by further study, to increase his salary. For that reason, the salary schedules of graduates merit analysis on many different levels, by comparison of state differences, differences due to years taught, and differences due to degrees obtained and background of the teacher. Although this study does not attempt to cover all of these areas, a glance at some of them will indicate the nature of such study.

Table IX, a tabular representation of teachers' salaries according to number of years taught, and Table X, a graphic representation of the same group of salaries, illustrate the use that may be made of such pictorial types to show certain relations. For example, a glance at either of the charts will show that the lowest salary of first year teachers is lower than that of any of the other teachers, and that the general average of first year salaries is lower than that of teachers who have taught a greater number of years. In other words, the greater the teaching experience, generally, the higher is the salary. The smaller number of teachers who have taught above the three year level would tend to make any findings on that level of less value than those for the first three years. The findings as shown here, too, might tend to discourage those prospective teachers who expect to receive high salaries during the first few years of teaching, for a good many of the initial salaries cluster about the 2200 to 2500 level. The novice, glancing at these charts, might conclude correctly that a starting salary of \$2200 is not to be too easily disregarded. Averages are as follows:

1 year	\$2394.50	2 years	\$2544.12
3 years	\$2593.75	4 years	\$3040.
5 years	\$3126.66	6 years	\$3350.
1st three years	\$2510.79	4 and 5 years	\$3083.33
6 to 10 years	\$3253.12	11 to 20 years	\$3110.00
21 to 25 years	\$3670.00		

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

THE HISTORY OF ARTS

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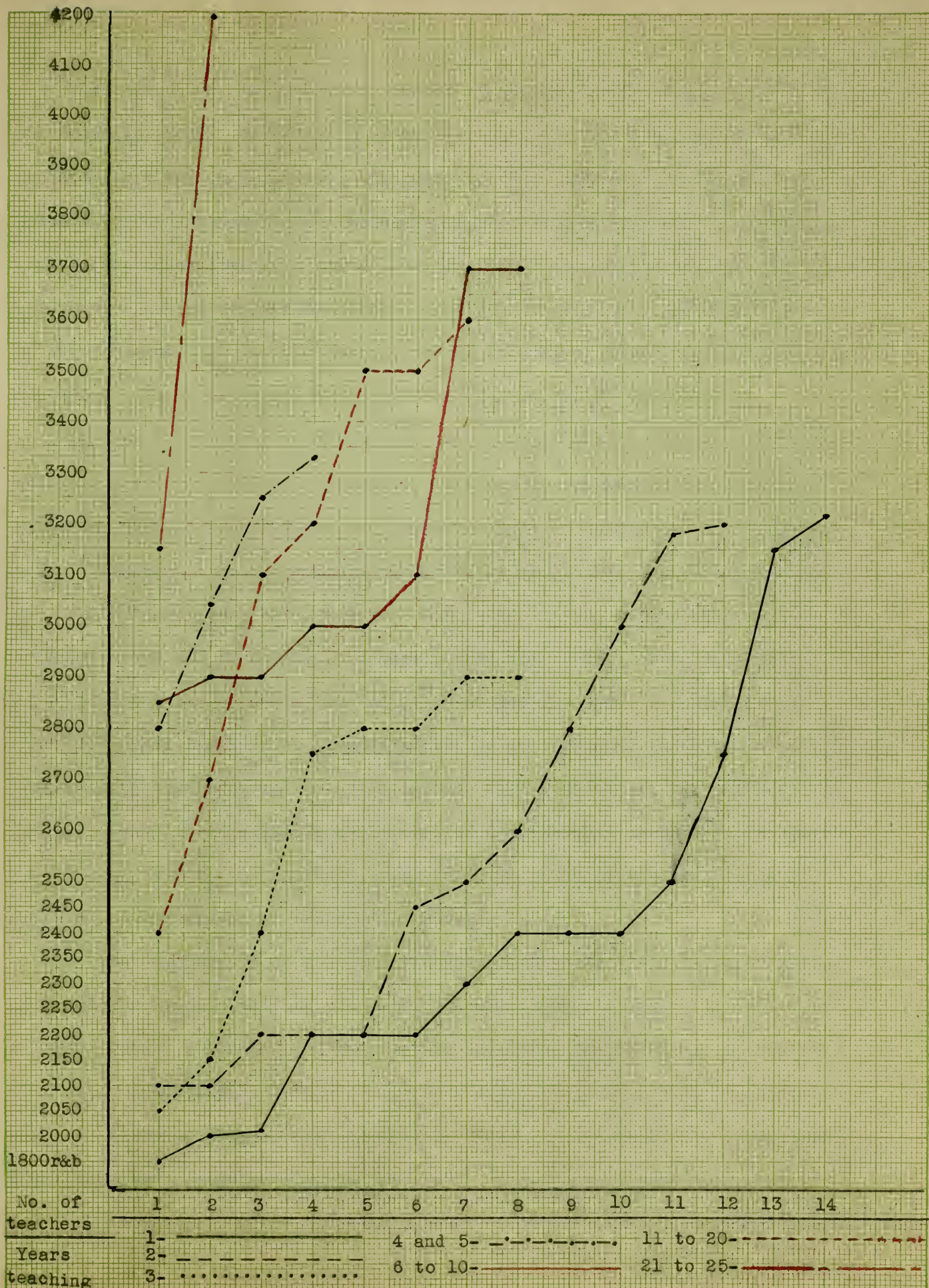
THE HISTORY OF ARTS

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MEMORANDUM FOR THE RECORD  
SUBJECT: [Illegible]

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The student may wonder why a teacher of fifteen years' experience is receiving only \$2400. Comparing this teacher with the one receiving \$4190, we discover that the former is a sixth grade teacher, received her Bachelor of Science degree in 1946, has no Master's degree, and is teaching in a small town in Massachusetts. The latter, however, with twenty-two years experience, received a Bachelor of Science degree in 1936, obtained her Master's degree in 1947, teaches junior high school, and is located in Hartford, Connecticut. She notes in her questionnaire, "See what degrees can do for you."

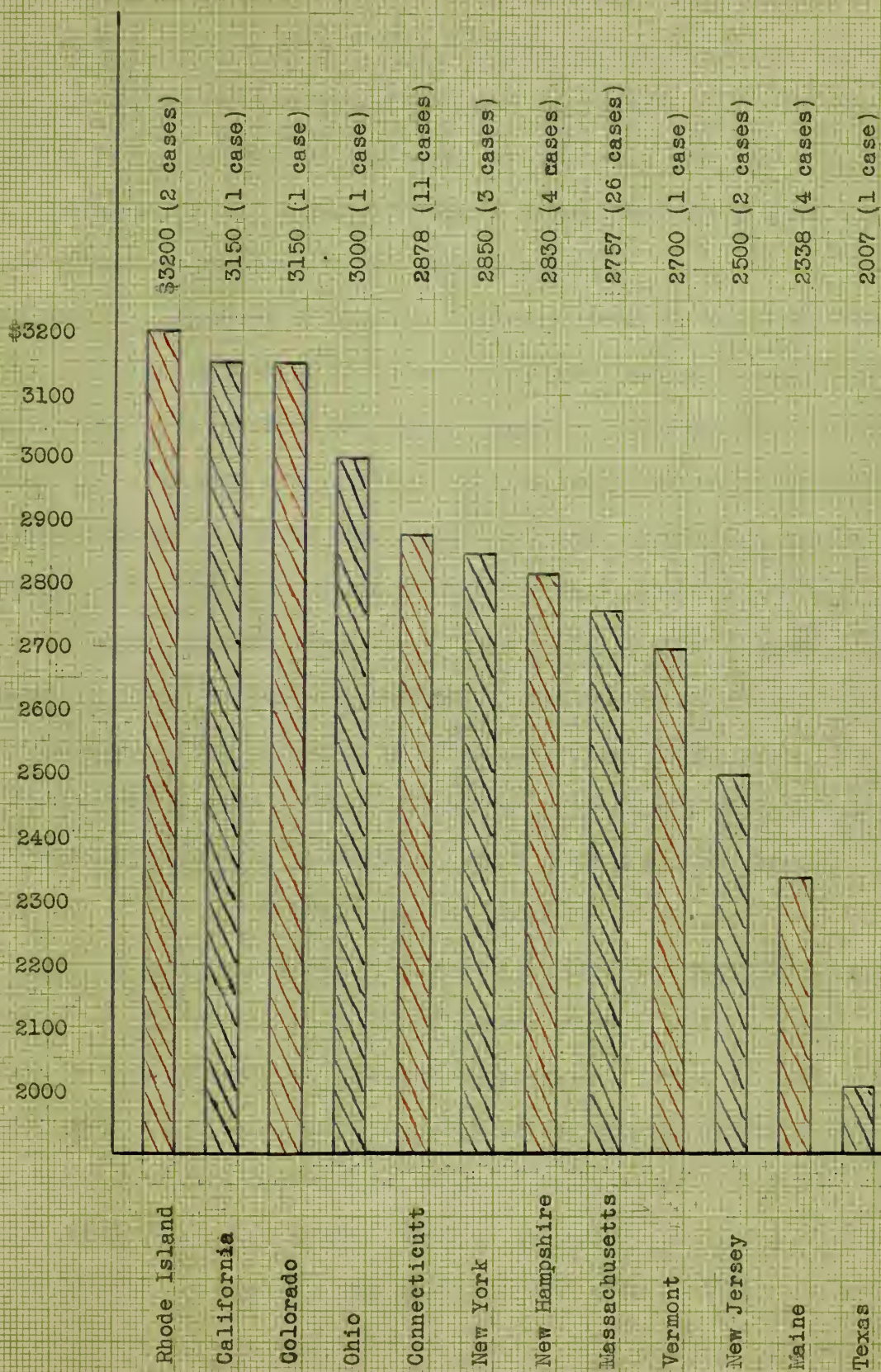
Turning to an analysis of salaries by states, it is difficult to determine any set rule, due to the scarcity of teachers reporting from the West or South, or from any area for that matter except Massachusetts and Connecticut. Massachusetts, with twenty-six teachers reporting, has an average salary of \$2757 per year, while Connecticut, with eleven, has an average of \$2878. The proper method of analysis here, of course, is to take only first year teachers from various states and compare them. A comparison of five first year teachers in Massachusetts and Connecticut indicates that the Connecticut teachers, on the average, have higher salaries, for the Massachusetts average is only \$2080, while that of Connecticut is \$2573. The first year high of \$3216, incidentally, also is found in Connecticut. Table XI indicates the relation of salaries by states.

A brief comparison of salaries according to Master's and Bachelor's degree teachers indicates that the receiving of a Master's degree is an aid to a higher salary in teaching. This may be accounted for, however, by the fact that teachers with Master's degrees are those who have been teaching longest, although this is not necessarily true. In any case, the average of teachers with a Bachelor's degree is \$2470, while that of teachers with a





AVERAGE SALARIES BY STATES (58 cases)







Master's degree is \$3005. Teachers with Master's degrees are more likely to obtain a position, if there is a choice between two otherwise qualified candidates, but the starting salaries of Master's graduates is not necessarily high, being as low as \$2000 in one case, or \$1800 with room and board in another. The graduate with a Master's degree can expect little more than the Bachelor of Science graduate in his initial position.

Finally, a comparison of starting salaries indicates that while some graduates continue to receive the same salary after two years with which they started, others have obtained an average annual raise of 500 or 600 dollars. Generally, most teachers can expect to receive annual raises, although the increments received by the teacher remaining in the same school without attempting to take courses or to improve himself will probably be small. Other reasons for higher present salaries may be the taking on of greater responsibility in a school system, the changing to another school with an added raise in salary, or the taking on of added duties with extra pay. Of the forty-four teachers whose initial and present salary was listed, only three had not received some sort of increase during their teaching career.

#### Teaching Load of Teachers

Table XIII gives the teaching load and the time per week for each area or activity of each of the sixty-nine teachers studied in this survey. Table XIV gives in graphic form, by means of bar graphs, what the figures in the preceding table indicate. Thus, each area of the teacher's week, subjects taught, extra-curricular activities, guidance activities, administrative activities, miscellaneous activities, records and reports, helping pupils, contact with parents, is analyzed for time taken, in order to show the relation of time taken for various types of activities. The total, as determined ob-





TABLE XII

## RELATION OF STARTING TO PRESENT SALARY OF TEACHERS

Years Teaching	Starting Salary	Present Salary	Average Yrly Rse	Years Teaching	Starting Salary	Present Salary	Average Yrly Rse
2	2200	2200	00	3	2220	3180	320
8	950	2900	244	2	2100	2100	00
17	1400	3200	106	3	2100	2750	217
2	1900	2500	300	2	2450	2800	175
11	1000rb	3600	236	5	1500	2800	260
2	1900	2200	150	3	2000	2900	300
3	1700	2050	117	3	2500	2900	133
6	1500	3700	366	2	1900	2100	100
23	2400	3150	34	4	2600,	3040	110
2	2100	2200	50	5	1050	3250	440
7	1100	3000	271	2	2500	3200	350
3	1600	2150	183	7	1100	3100	285
2	1800	3000	600	22	1000	4190	145
20	1000	3500	125	2	2500	2600	50
2	2150	2450	150	3	2300	2800	166
10	250br	3700	345	7	800	2900	300
5	600	3330	546	6	2800	3000	33
13	900	3500	200	11	750	3100	213
3	1700	2400	233	7	1200	2850	235
2	2200	2200	00	23	1800	3400	69
2	2100	2700	300	3	1100	2800	566
20	1000	2700	85	15	2000	2400	27
Average for all teachers				7	1448	2852	200



TABLE XIII

## TEACHING LOAD OF TEACHERS STUDIED (69 cases)

(Weekly averages)

No.	Subj. Taught	Extra- Curr.	Guid. Activ.	Admin. Activ.	Misc. Activ.	Rec. & Helping Reports	Pupils	Parent Contact	Total	Tchr's Estim.
1	20.5	16	.5	10.5	--	2.5	2	1	53.	--
2	12	4	5	5.25	--	.3	3	--	29.55	20
3	9	2	--	157	--	.12	.5	--	168	168
4	20	5.5	--	3	.37	5	3	1	37.87	45
5	35	--	--	11	4	2	4	1	57	50
6	25	6.75	1	5	--	1	2	2	42.75	--
7	17.5	10	.5	4.5	1.5	1.5	1.5	--	37	40-60
8	30	--	4	7	--	1	2	--	44	60
9	16	--	10	5.75	1	1.5	1	10	45.25	60-70
10	14.5	3.5	2.3	5.75	3	.3	2	2.5	34.05	--
11	25	.75	1	13.5	2	--	2	1	45.25	--
12	30	5	5	13	.62	10	5	--	68.62	50
13	20	--	--	5.25	.62	1.72	1	--	28.62	50
14	10	3.2	Integr.	13	--	--	2	1.5	29.7	--
15	20	6.9	2	8	1	2	2	2	43.9	70plus
16	20	3.12	--	10	--	1.2	2	--	36.34	60
17	25	5.35	2	2	2	2.5	2	--	40.85	50
18	20	2	2	10.5	1	.5	--	--	36	53
19	15	2.5	1	12.5	3	.37	3	--	37.37	55to60
20	18	9.5	3.25	2.5	--	1.5	2.5	--	37.25	48
21	25	16.8	2.5	3	--	1	1	--	49.3	52
22	30	10.22	2	7	4	1.2	1	3	58.42	50-60pl.
23	20	1	.62	5	--	1.1	2	--	29.72	40-50
24	22	9.12	--	8.75	3	1.25	10	--	54.12	30
25	20	4.33	4	5	--	1.75	4	4	43.08	60
26	13	4	4	9	--	2.5	4	--	36.5	46-56
27	19.5	5	--	16.25	--	2.75	3.75	--	47.25	55-70
28	27	7.9	--	10.25	--	1	.5	--	46.65	45-50
29	28	--	--	--	3.75	1	4	--	36.75	45
30	20	3.75	3	5	2	2.5	3	--	39.25	40-50
31	24.5	4	2	2	2	1.75	2	--	38.25	40
32	16.6	3.41	2.5	26.66	5	3.2	2	--	59.37	45
33	35	1.25	2	2	--	2	1	1	44.25	40
34	20	4.05	--	5	--	.5	1	--	30.55	50





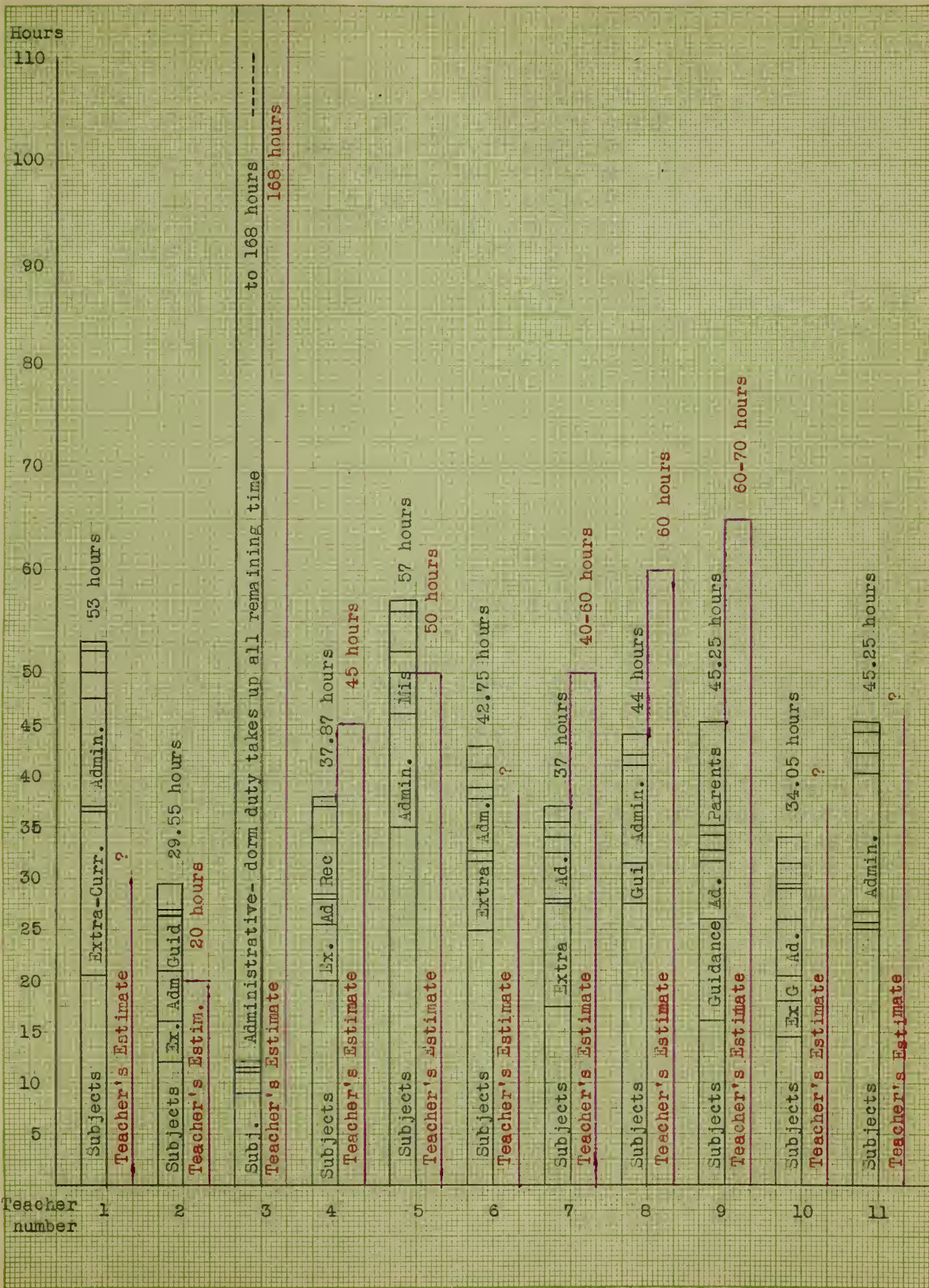
TEACHING LOAD OF TEACHERS STUDIED (69 cases)  
(Weekly averages)

No.	Subj. Taught	Extra-Curr.	Guid. Activ.	Admin. Activ.	Misc. Activ.	Rec. & Reports	Helping Pupils	Parent Contact	Total	Tchr's Estim.
35	15	20.85	2	6.5	--	2	1	--	47.35	50
36	27	8.62	--	11	--	1.2	3	--	50.82	35
37	21.5	.3	2	3	--	2	1	--	29.8	60
38	22	.5	5	1	--	2	1	--	31.5	--
39	18.6	1.4	1	13	2.75	1.62	1	1	40.37	55
40	19	3	2	12	--	2	2	1	41	45-50
41	17.25	8.4	7	2.5	2	1.2	5	3	46.35	50
42	20	--	2	5.75	2	1.5	2	--	33.25	60
43	9	5.4	2	6	--	1	2	--	25.4	35
44	18	1.95	2	1	--	.75	2	--	25.7	--
45	20	3.62	2	1	--	1	4	2	33.62	--
46	16	.75	--	5	--	.5	.5	--	22.75	--
47	22.5	5.87	--	12.5	--	1	4	1	46.87	--
48	28	.5	2	6	--	.5	1	--	38	40
49	20	18.5	2	7.5	.5	6.5	5	2	62	52
50	25	17.2	2	10.5	2	5	4	2.5	68.2	50-60
51	24	5.14	2	34.5	--	5.25	2	--	72.89	50
52	28	--	3.3	10.5	1.75	1	3	5	52.55	60
53	34	.1	3.25	3.75	2	1	2.5	--	46.6	58
54	20.5	6	2	3.5	--	2.5	1.5	1.25	37.25	--
55	30	3.9	--	11	2	4.2	12	4	67.1	70
56	29	1	2	5.72	2	3	2	.5	45.22	45
57	21	1.5	5	4.5	--	.5	3	1	36.5	50
58	40.5	3	--	1	4	6	2	--	56.5	--
59	20	3	3	5.5	3	1	4	--	39.5	44
60	23	1	.5	10.75	--	1	5	--	41.25	50
61	22.75	2.8	2.5	1.5	.75	1.5	2.5	3	37.30	44.8
62	25	2.1	1	1	.25	1.2	2	--	32.55	--
63	25	3	--	2.25	4	1	3	--	38.25	44
64	28	--	1	6.25	3	2	1	--	41.25	35-40
65	12	.6	1	5.5	2	2	5	.5	28.6	40
66	30	4.2	--	1	--	1	1	2	39.2	--
67	30	7.5	--	--	--	.5	1	--	39	35
68	14.6	--	2	30	--	2	2	--	50.6	all
69	22.8	1.25	1	3	--	1.5	2.5	--	32.05	55
Total	1416.50	294.55	124.65	590.69	65.81	124.98	178.25	59.75	2555.18	2879.8
					Average of		Overall total		36.89	52.4

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711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
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851	852	853	854	855	856	857	858	859	860
861	862	863	864	865	866	867	868	869	870
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961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000



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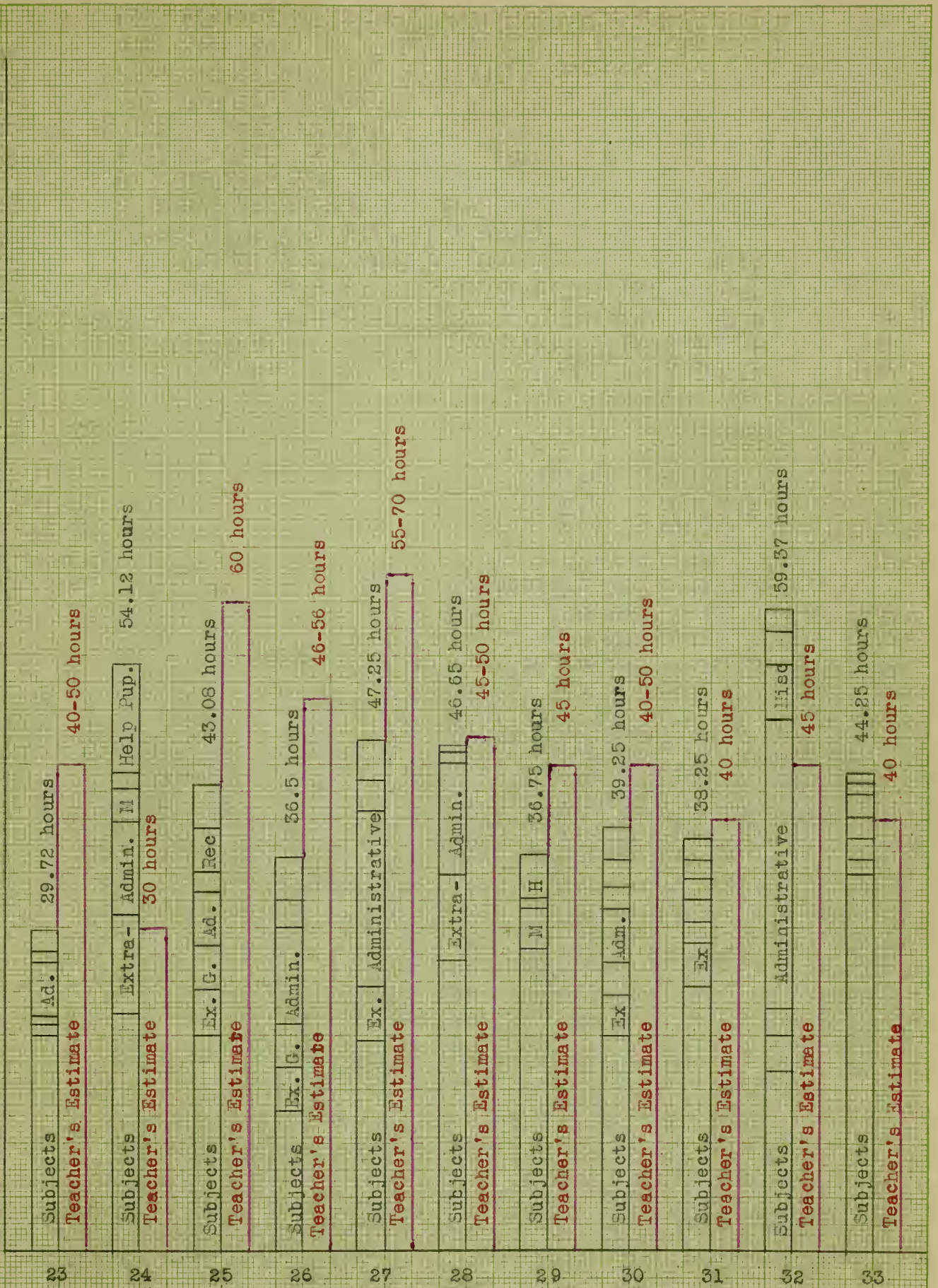


5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110

12	Subjects	Teacher's Estimate	Ex	Guid Admin	Rec.&Rep. Help	68.62 hours
					50 hours	
13	Subjects	Ad.	28.62 hours			
		Teacher's Estimate				50 hours
14	Subjects	Ex Admin.	29.7 hours			
		Teacher's Estimate	?			
15	Subjects	Extra G Admin.			43.9 hours	
		Teacher's Estimate				70 plus hours
16	Subjects	Ex Admin.			36.34 hours	
		Teacher's Estimate				60 hours
17	Subjects	Ex.			40.85 hours	
		Teacher's Estimate				50 hours
18	Subjects	Admin.			36 hours	
		Teacher's Estimate				53 hours
19	Subjects	Admin.			37.37 hours	
		Teacher's Estimate				55-60 hours
20	Subjects	Extra. G.			37.25 hours	
		Teacher's Estimate				48 hours
21	Subjects	Extra-Curr. G Ad			49.3 hours	
		Teacher's Estimate				52 hours
22	Subjects	Extra- G Admin. His				
		Teacher's Estimate				58.42 hours 50-60 plus hours

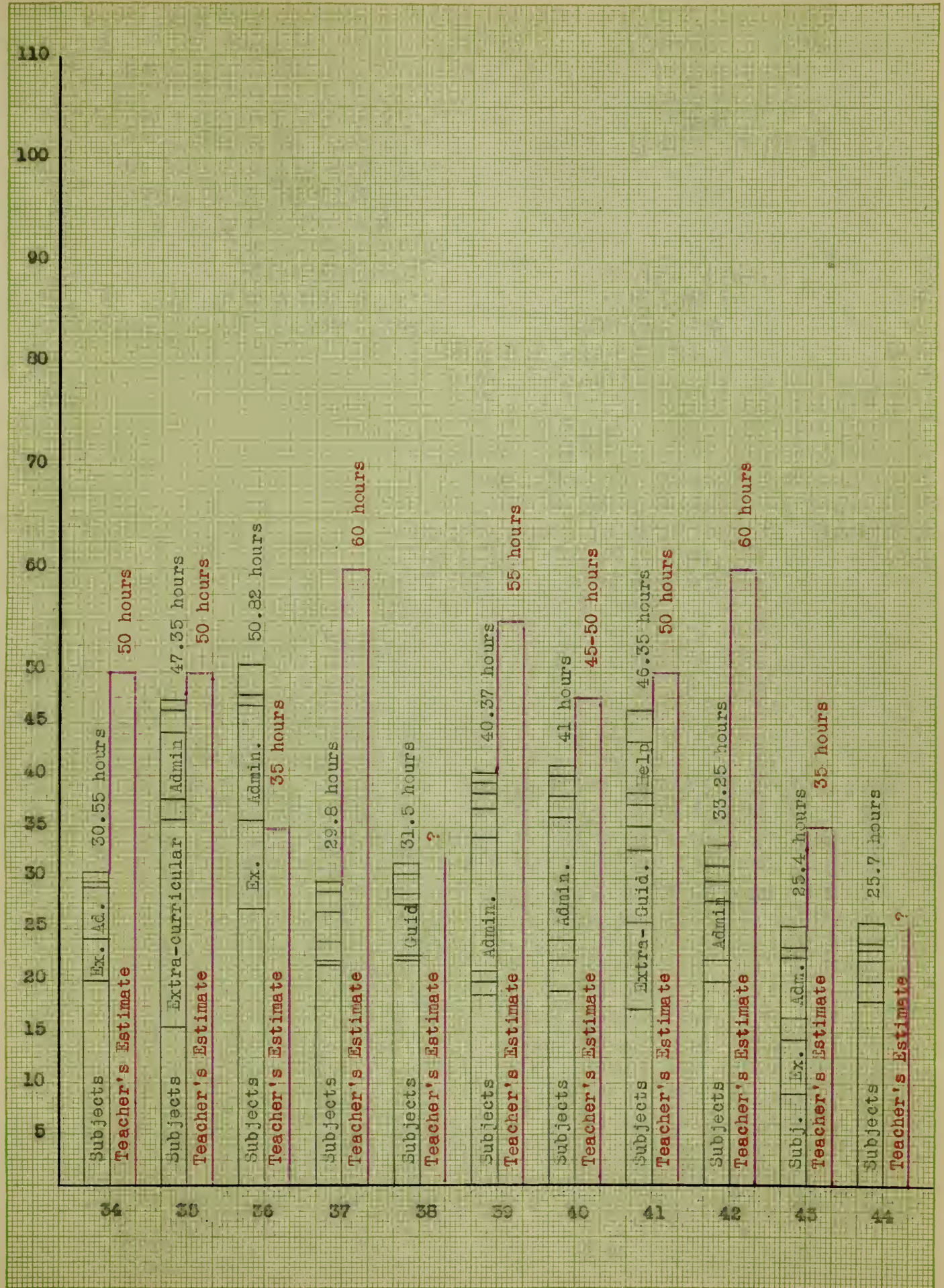




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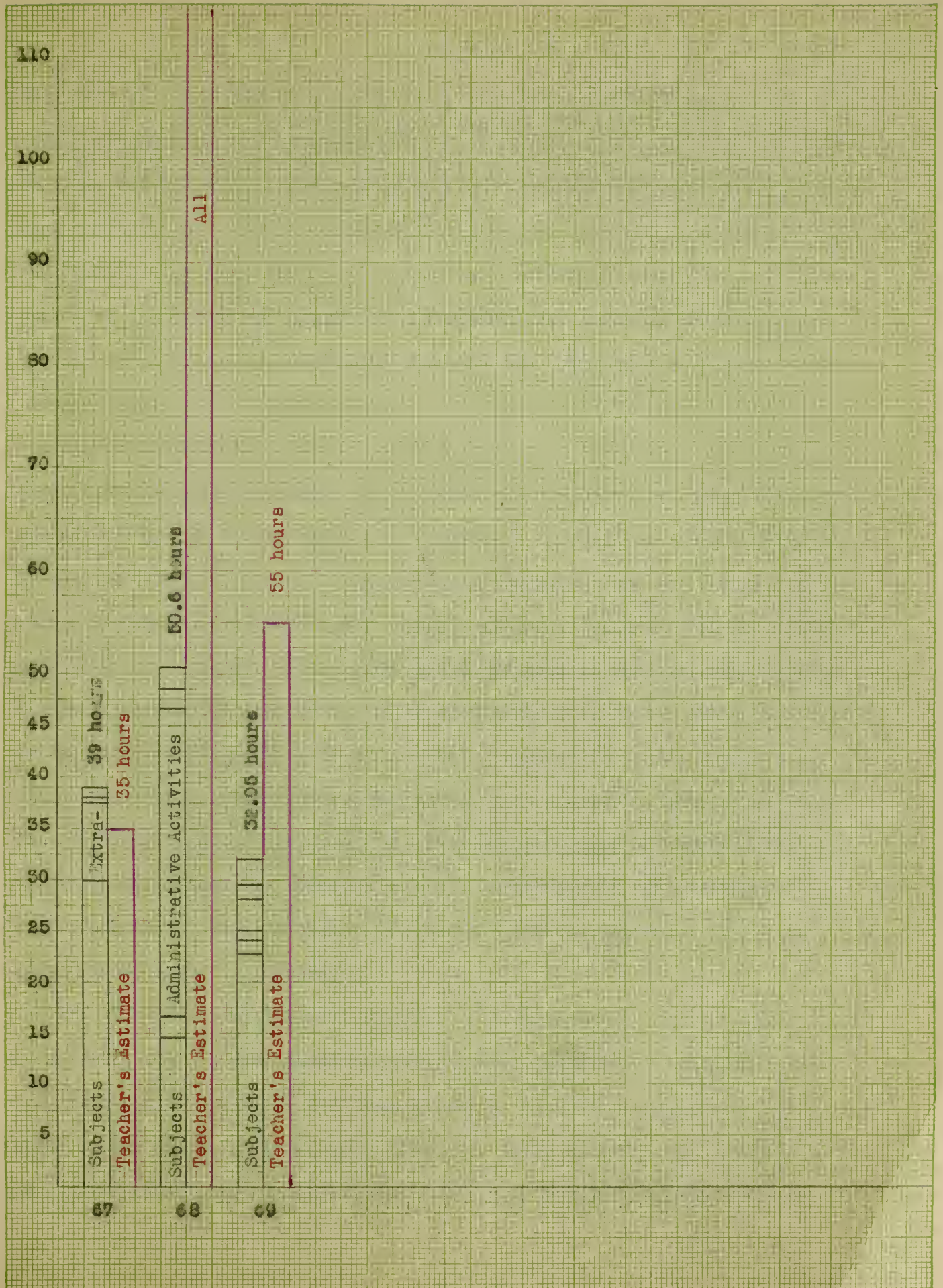
















jectively by adding all of the various areas noted by the teachers in their questionnaires, is then compared with the teacher's subjective estimate taken from the questionnaire. Here, of course, the possibility that some area had been neglected in the study seems quite evident if a teacher's estimate is far above or far below that of the total objectively determined. From a survey of the tables and graphs, it is evident that teachers tend to overestimate rather than to underestimate the time that they spend in school activities. Thirty-eight teachers listed estimates that exceeded the objectively determined time, while thirteen underestimated the time spent. In thirty-two cases, the discrepancy between the estimate and the objective total was great enough to call one or the other into question. In fourteen cases out of the group, the total in both the objectively determined column and the estimated column was below forty-five hours a week, and ten cases which had no estimate fell below this figure. Thus, thirty-five per cent of teachers were working at approximately the average for other groups who feel that a forty hour week is desirable, with the remainder fluctuating between forty-five hours and all of their time. One teacher, who lived in at a private school, had dormitory duty during all of her free time, while another had to answer the phones on week-ends, except for every third week. According to the objective total, nine teachers worked less than thirty hours a week in in-school activities, sixteen more than fifty hours.

Turning now from the total analysis to an analysis of certain areas, we may note that in many cases extra-curricular, guidance or administrative activities take up a portion of time equal to or almost as great as that spent in the teaching of academic subjects. Seven teachers, for example, spend time in extra-curricular activities equal to or greater than half of





the time that they spend in teaching subjects. This is also true of thirteen teachers as far as administrative activities are concerned, and one teacher in guidance activities. Twenty-two teachers, or approximately thirty-two per cent, spend over five hours a week in extra-curricular duties, indicating that one-fifth of the teacher's school day is spent in activities of this type. Forty-five teachers, or sixty-five per cent, spend five hours or more in administrative activities. This indicates clearly the growing importance of the teacher in functions outside of classroom teaching, although an investigation of administrative activities further on will show that a certain percentage of these activities is taken up with study hall supervision. While guidance activities as such do not take up a great part of the teacher's week, they are important enough to be considered.

Time spent in subject-matter teaching ranges from a low of nine hours a week to a high of forty and five tenths. Thirty-three teachers spend twenty hours or less a week in teaching activities, while ten spend thirty hours or more teaching.

#### Subjects Taught

Table XV, Subjects Taught by Social Studies Teachers, is set up according to the total hours of each subject taught. In some cases, due to the fact that various names may be given to subjects which have the same content, one subject may be listed several times, but the writer preferred to do this, rather than to create any misunderstanding by assuming that a subject was taught more times than it actually was. For example, Senior High Modern History and World History may have identical content, but since the teachers who replied to the questionnaires listed these subjects separately as World and Modern History, the writer has done the same. If another author, tabulating



TABLE XV

## SUBJECTS TAUGHT BY SOCIAL STUDIES TEACHERS page 1

Subject	Number of Teachers	Total Hours/Wk.	Ave. Hrs. per Tchr.
Senior High American History	23	205.3	8.92
Junior High American History	17	165.25	9.74
Junior High English	13	101.4	7.8
Junior High Social Studies	9	84	9.33
Junior High Civics	13	81.9	6.3
Senior High Modern History(World or Eur)	9	78	8.66
Senior High World History	12	63.3	5.3
Junior High Arithmetic	9	49	5.5
Senior High Problems of Democracy	11	48.5	4.4
Senior High Civics	8	48	6
Junior High General Science	8	34.5	b 4.3
Junior High Ancient History	5	34	6.8
Junior High World Geography	5	31	6.2
Junior High Art	4	26	6.5
Senior High English	2	22.6	11.3
Junior High Geography (North America)	4	19.2	4.8
Junior High World History	4	18.75	4.68
Senior High Driver Training	3	18	6
Junior High Reading	2	18	9
Senior High Economics	3	14	4.66
Junior High Current Events	5	12	2.4
Junior High Spelling	5	17	3.4
Senior High Ancient History	2	11.35	5.675
French I	2	10	5
Senior High Economic Education (Guid.)	1	10	10
Coaching Basketball and Baseball	1	10	10
Senior High Music	2	9	4.5
Senior High Economic Geography	2	9	4.5
Senior High Physical Education	2	8.5	4.25
Senior High World Geography	1	8	8
Senior High Social Studies	1	7.5	7.5
Junior High Geography (Latin America)	2	6.2	3.1
Grade five and six, Geography	1	6	6





## SUBJECTS TAUGHT BY SOCIAL STUDIES TEACHERS page 2

Subject	Number of Teachers	Total Hours/Wk.	Ave. Hrs. per Tchr.
College - American Government	1	6	6
Sixth Grade Social Studies	1	6	6
Junior High New York State History	1	5	5
Senior High Modern Problems	1	5	5
Senior High Human Relations	1	5	5
Senior High Industrial Relations	1	5	5
Senior High Latin II	1	5	5
Junior High Penmanship	1	5	5
Sen. High Amer. Gov't and Social Probs.	1	5	5
Senior High Business Law	1	5	5
French II	1	5	5
Literature (corr. Social Studies)	1	4.5	4.5
Senior High Citizenship	1	4	4
Senior High New England Life	1	4	4
Junior High Literature	2	4	2
Senior High Bookkeeping	1	4	4
Senior High Geography	1	4	4
Senior High Sales and Law	1	4	4
Senior High Business Training	1	4	4
Senior High General Science	1	4	4
Senior High English History	1	3.5	3.5
Senior High Plane Geometry	1	3.5	3.5
Junior High Remedial Reading	1	3.25	3.25
Junior College History of Philosophy	1	3	3
Junior College United States History	1	3	3
Junior College Modern World History	1	3	3
College State and Local Government	1	3	3
College European History	1	3	3
Junior High Physical Education	1	3	3
Junior High Hygeine	2	2.5	1.25
Junior High Growth of Democracy	1	2	2
Senior High Health	1	1	1
Senior High Occupations	1	1	1

1. General Information	
Project Name	_____
Project Number	_____
Project Manager	_____
Project Start Date	_____
Project End Date	_____
Project Status	_____
Project Description	_____
Project Objectives	_____
Project Scope	_____
Project Budget	_____
Project Resources	_____
Project Risks	_____
Project Deliverables	_____
Project Milestones	_____
Project Stakeholders	_____
Project Communication	_____
Project Reporting	_____
Project Evaluation	_____
Project Conclusion	_____

TABLE XV

## SUBJECTS TAUGHT BY SOCIAL STUDIES TEACHERS page 3

Subject	Number of Teachers	Total Hrs/Week	Ave. Hrs. per Tchr.
Junior High United States Foreign Pol.	1	?	?
Jr. High Compar. Gov'ts and Ideologies	1	?	?
Totals	228	1416.50	6.21*

\*By dividing the total, 1416.50, by 69, the number of teachers studied, an average of 20.53 hours per week is obtained.





the results as shown here, wishes to assume that these subjects are identical, he is welcome to do so, but the present writer, with the understanding noted above, will continue to regard them as separate subjects. It may be noted here, too, that one teacher has listed coaching as a subject, and two have listed music. The author has accepted this interpretation as correct, since the line of demarcation between curricular and extra-curricular is often slight, and difficult of interpretation. Since some teachers spend four hours a week teaching one section of a subject, while others have listed five hours as the normal time for one section, this difference shows up in results. It may be assumed, however, that one section of a subject ranges between four and six hours, due to a difference in length of a period and in the number of periods a week.

Although Junior High English appears third on the list of subjects in total number of hours by social studies teachers, the remaining top six subjects are all social studies, with a total of 74 teachers spending 614.45 hours a week on these subjects. American History is specifically taught by forty teachers out of the sixty-nine who replied to the questionnaire, for a total of 370.55 hours. This represents an average of 9.26 hours per week for each teacher, or two periods; that is, each teacher may be expected to teach the same subject to two different classes during one school day. Of course, if the teacher must teach a subject to the seventh grade, for example, and also to the eighth, he must vary his teaching accordingly. American History appears in one form or another, as Civics, Social Studies, Problems of Democracy, etc., in the offerings of 107 teachers represented in Table XV.

While social studies, as History, Geography, Civics, etc. takes up the greatest part of the time spent in teaching by social studies teachers, the



most widely employed companion subjects seem to be English and Arithmetic in the junior high school. Senior high social studies, according to the chart, seem to be departmentalized, so that the social studies teacher in the senior high school need not teach other subjects. A glance at the master sheet bears out this assumption, for the majority of social studies teachers teach only social studies, and those that are engaged in teaching other subjects spend only a small portion of their time, generally, doing so. The teachers of English, Driver Training, and Coaching are exceptions to this rule.

The absence of Sociology as a subject might indicate that this subject studied in college by the prospective teacher would prove a waste of time. Before making such a declaration, however, it would be necessary to investigate the curricular content of courses such as American History, Problems of Democracy, Social Studies, and Economic Geography, to discover if the former Sociology has not been absorbed into many of these courses, or if it has not taken on other names, such as Government and Social Problems, Modern Problems, and Human Relations.

The analysis of subjects taught seems to indicate beyond a doubt that American History is still the major subject taught by secondary school social studies teachers, and that the prospective teacher in college would do well to make that subject an important part of his academic training.

#### Extra-Curricular Activities

Table XVI seems to indicate, if it has not reached a peak already, a trend toward greater and greater emphasis on sports and an active participation type of activity, rather than the passive discussion type of club formerly regarded as ideal. Thus, instead of a variety of stamp and debating clubs represented in this table, the reader may note the presence of a great





EXTRA-CURRICULAR ACTIVITIES OF SOCIAL STUDIES TEACHERS Page. 1

Activity	Number of Teachers	Frequency	Total Hours/Week	Wkly Aver. per Tchr.	Aver. for Period Held
Baseball Coach (Interschool)	9	Daily-Season	24	2.66	106.40
Basketball Coach (Interschool)	10	Daily-Season	23.81	2.38	95.20
Dramatics Coach and Sponsor	14	Weekly	22.58	1.61	1.61
Athletics Coach	4	Weekly	22.	5.5	5.5
Chaperone on Field Trips to City, Plays, etc.	19	Monthly	17.69	.93	3.72
Football Coach (Interschool)	3	Daily-Season	13.6	4.53	181.20
General Help, Chaperone, etc., at Dances, School Plays, and Parties	24	Ev. 6-Weeks	13.48	.56	3.36
School Paper Sponsor and Advisor	6	Weekly	10.75	1.79	1.79
Football Assistant Coach (Interschool)	2	Daily-Season	8.2	4.1	160.4
Recreation Period	1	Daily	7.5	7.5	1.5
Track Coach	2	Daily-Sea	7.3	3.45	138.
Basketball Assistant Coach (Interschool)	1	Daily-Season	5	5.	200.
Baseball Assistant Coach (Interschool)	1	Daily-Season	5	5.	200.
Graduation Exercises-Class Day Gen'l Help	12	Yearly	4.37	.36	14.56
Assembly Chairman	2	Weekly	4	2	2
Yearbook Sponsor and Advisor	5	Yearly	4	.8	32.
Chorus and Glee Club	3	Weekly	4	1.33	1.33
Basketball Coach (Interclass)	3	Weekly-Seas.	3.67	1.22	48.80
Cross Country Team	1	Daily-Seas.	3.2	3.2	128.
Radio Workshop	1	Weekly	4	4	4
School Library	1	Daily	3.5	3.5	.7
Swimming Coach	1	Daily-Seas.	3	3	120.
Student Council Grounds Bld'g Advisor	1	Weekly	3	3	3.
Intramural Sports	1	Weekly	3	3	3
Soccer Coach	1	Daily-Seas.	3	3	120
Tennis Coach	1	Daily-Seas.	3	3	120
Student Council Advisor	3	Semi-Monthly	2.5	.83	1.66

TABLE XVI





## EXTRA-CURRICULAR ACTIVITIES OF SOCIAL STUDIES TEACHERS page 2

Activity	Number of Teachers	Frequency	Total Hours/Week	Wkly Aver. per Tcher.	Aver. for Period Held
Girl's Softball Sponsor and Coach	3	Weekly-Seas.	2.5	.83	33.20
Directing All Senior Activities	1	Weekly	2.5	2.5	2.5
Grammar School Baseball and Basketball	1	Weekly-Seas.	2.5	2.5	100
Dancing School (Pianist and Assistant)	1	Weekly	2.5	2.5	2.5
Cheer Leaders Advisor	3	Weekly-Seas.	2.49	.83	33.20
Sports and Dances (Coll. Tickets, Supervise)	5	Ev. 2 months	2.09	.42	3.30
Assembly Programs	7	Ev. 2 months	2.05	.29	2.32
International Relations Club	1	Weekly	2	2	2
Sophomore Class Sponsor	1	Weekly	2	2	2
Biology Club	1	Weekly	2	2	2
Writing Newspaper Column	1	Weekly	2	2	2
Declamation Coach	2	Weekly	1.5	.75	.75
Historical Group Sponsor	1	Weekly	1.5	1.5	1.5
Variety Shows Director	2	Yearly	1.37	.68	27.20
Chairman of Senior Prom	1	Yearly	1.2	1.2	48.
Student and Class Meetings -Director	1	Weekly	1	1	1
Supervising Activities	1	Weekly	1	1	1
Social Studies Club	1	Weekly	1	1	1
Model Congress and Legislature	2	Weekly	1	.5	.5
Forum Club	1	Weekly	1	1	1
Music Club	1	Weekly	1	1	1
Belmontian Club	1	Weekly	1	1	1
Activity Period	1	Weekly	1	1	1
Librarians' Club	1	Weekly	1	1	1
School Orchestra	1	Weekly	1	1	1
Hi-Y Club	1	Weekly	1	1	1
Photography Club	1	Weekly	1	1	1
Classical Record Club	1	Weekly	1	1	1





EXTRA-CURRICULAR ACTIVITIES OF SOCIAL STUDIES TEACHERS page 3

Activity	Number of Teachers	Frequency	Total Hours/Week	Wkly Aver. per Teacher	Aver. for Period Held
Junior Prom Advisor	1	Yearly	1	1	40.
Touch Football Coach and Sponsor	1	Weekly-Seas.	1	1	40.
Homeroom Club	1	Weekly	1	1	1
Dance Classes	1	Weekly	1	1	1
Parents Night Advisor	1	Monthly	1	1	4
Current Events Club	1	Weekly	1	1	1
Library Committee	1	Weekly	1	1	1
Bowling Team Sponsor and Coach	1	Weekly	1	1	1
Savings Club for Excursions	1	Weekly	1	1	1
Debating Sponsor	2	Monthly	.82	.41	1.64
Help With PTA	1	Monthly	.75	.75	3.
Class Program Director	1	Monthly	.75	.75	3.
Skull Practice	1	Weekly	.75	.75	.75
Student Government Chaperone	1	Weekly	.75	.75	.75
Aviation Club	1	Weekly	.75	.75	.75
Help Organize Social Studies Club	1	Once	.62	.62	18.6
Boys' Track	1	Weekly-Seas.	.6	.6	24.
Co-Sponsor Freshman Class	1	Weekly	.5	.5	.5
Bulletin Boards- Exhibits	1	Weekly	.5	.5	.5
Committee Member	1	Weekly	.5	.5	.5
Junior Red Cross	1	Weekly	.5	.5	.5
Art Club	1	Weekly	.5	.5	.5
Miscellaneous Activities	1	Weekly	.5	.5	.5
Stamp Club	1	Weekly	.5	.5	.5
Prom Committee Advertising	1	Yearly	.37	.37	14.8
Forum With Other Schools	1	Ev. 2 Months	.37	.37	2.96
Running Movie Projector	1	Monthly	.37	.37	1.48
Graduation Coach-Speaker	1	Yearly	.37	.37	14.8



## EXTRA-CURRICULAR ACTIVITIES OF SOCIAL STUDIES TEACHERS page 4

Activity	Number of Teachers	Frequency	Total Hours/Week	Wkly Aver. per Tchr.	Aver. for Period Held
School Paper Circulation	1	Monthly	.3	.3	1.2
Class Elections	4	Yearly	.25	.062	2.5
Freshman Dance and Food Sale	1	Yearly	.3	.3	12.
Graduation Decorations	1	Yearly	.25	.25	10.
Graduation Music- Pianist	1	Yearly	.2	.2	8.
Benefit Games -Ticket Sales	1	3 Yearly	.15	.15	6.
Benefit Games- Athlete	1	3 Yearly	.15	.15	6.
Carnival Queen Sponsor	1	Yearly	.14	.14	5.
Totals	217		294.56	1.36*	

\*By dividing the total hours for extra-curricular activities, 294.56, by 69, the number of teachers studied, the average weekly total for each teacher becomes 4.27 hours.





many teachers engaged in baseball coaching, basketball and other athletic activities, coaches and sponsors of dramatic clubs, chaperones for trips to the city, to plays, to sports events, etc., and teachers who help out at dances, parties, and school plays. Stamp and debating clubs, as a matter of fact, are poorly represented in this chart, for only two teachers sponsor debating clubs, while one is active in a stamp club. Sports of one kind or another, in which students actively engage, take up a total of 135 hours for the teachers studied, with 51 teachers engaged in these activities. It must be remembered, of course, that the 51 teachers on the chart will turn out to be only about 29 actually, since sports usually take up about one-third of a school year, and often the coach of one sport coaches others also. Still, if 25 or one-third of the teachers studied must coach or sponsor some sport, this is a number to consider in determining teacher-training policies. In addition, teachers must chaperone students at sports events, where a knowledge of the sport would help in establishing rapport between teacher and student.

Chaperoning of one kind or another, according to the chart, takes up approximately an hour a week of the time of 43 teachers. Here, the ability to handle large groups of students in a social situation seems particularly important. Because dances of one kind or another take up the time of many teachers, some knowledge of this social grace would be helpful. Other extracurricular activities, such as School Paper, Glee Club, Social Studies Clubs, School Orchestra, and Photography Club, take up the time of only 17 teachers. Social Studies Clubs, under the names, "International Relations Club," "Historical Group," "Social Studies Club," "Model Congress and Legislature," "Forum Club," and "Current Events Club," take up the time of 7 teachers.



Dramatics take up the time of 14 teachers, or 20 per cent of teachers, who spend 1.61 hours a week in this activity. By actual count, 26 teachers, or 38 per cent, take part in dances in some way or another, while 29 teachers, or 42 per cent engage in active sports of one type or another.

#### Guidance Activities

Under Guidance Activities, Table XVII, the writer has divided homeroom functions into those that may be considered as guidance activities, such as individual conference, and those that are purely administrative, such as keeping records. Class advisors are considered as guidance personnel, while all advise to pupils is considered under the heading of guidance.

From the table, it is evident that the homeroom looms large in the school as the center of the guidance functions of the social studies teacher. Here, according to the table, 24 teachers spend approximately one and one-quarter hours a week in individual guidance of pupils, while 19 teachers conduct classes in group guidance for about one hour a week. In his function as a guidance counselor, the social studies teacher takes the place of guidance personnel, and as such he should be equipped to handle students in the way that such personnel would handle their charges. 17 teachers act as advisors of a class or group within a school, while 2 act as guidance counselors, spending between five and ten hours a week at this task. By an analysis of the master sheet, it is evident that 44 teachers meet with pupils on an individual basis for the purpose of advising them or aiding them in some way.

#### Administrative Activities

Here again, as in Guidance Activities, the homeroom looms as a center of administrative activities of the social studies teacher. 49 teachers, or 71 per cent, listed "Keeping Records" as the major activity of their homeroom.



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## XVII

## GUIDANCE ACTIVITIES OF SOCIAL STUDIES TEACHERS

Activities	Number of Teachers	Total Hrs. per Week	Ave. Hrs. per Tchr.
Homeroom- Individual Conference	24	29.87	1.24
Homeroom- Group Guidance	19	18.87	.99
Freshman Class Advisor	3	6	2
Guidance Counselor	1	10	10
Sophomore Class Advisor	3	5.8	1.93
Junior High Counselor	1	5	5
Pupil-Parent Relationships-un-sched.	1	5	5
Personal Guid.- Educa. & Vocational	1	5	5
Advisor to Principal	1	4	4
Fifteen to Twenty Advisees	1	3	3
Class Advisor	2	3	1.5
Guidance for Ninth Grade Girls	1	3	3
Ninth Grade Educational Guidance	1	3	3
Indiv. Conference on Own Time	1	2	2
Senior Class Advisor	1	2	2
Eighth Grade Advisor	1	2	2
Student's Problems After School	1	2	2
Health Exams-Advise on Treatment	1	2	2
Informal Aid to Individuals	1	2	2
Contacts With Seniors-History Class	1	2	2
Teacher of Economic Education	1	1.5	1.5
Mental Testing Once a Year	1	1	1
Tchrs' Meetings on Pupil Electives	1	1	1
Junior Class Sponsor	1	1	1
District Guidance Comm. (Represen.)	1	1	1
Freshman Boy's Advisor	1	1	1
Occupations Class	1	1	1
Junior Class Advisor	1	.62	.62
Personality and Guidance- 11th Grade	1	.5	.5
Guidance Group Meetings-Monthly	1	.5	.5
Totals*	76	124.66	1.64

\*Since many teachers engage in more than one guidance activity, the total exceeds the number of teachers studied.



TABLE XVlll

## ADMINISTRATIVE ACTIVITIES OF SOCIAL STUDIES TEACHERS page 1

Activity	Number of Teachers	Total hours/week	Ave. hrs. per tchr.
Study Hall Supervision	34	158.91	4.67
Homeroom - Keep Records	49	78.55	1.63
Homeroom-Planned Activity	11	43.55	3.96
Faculty Meetings	35	31.90	.91
Principal of School	3	28	9.33
Dormitory Duty	1	all free time	
Dormitory Duty	1	18	18
Answer Office Phones Weekends-Ev. 3rd off.	1	16	16
Homeroom- Student Government	7	10.3	1.5
Corridor Supervision	6	10.25	1.71
Social Studies Dept. Chairman	1	12	12
Faculty Committee (Revise Curriculum)	4	5.25	1.31.
Attendance Officer	1	5	5
Homeroom- Spelling and Penmanship	2	5	2.5
Study Hall-Librarian and Teacher	1	5	5
Homeroom-Discipline (65 pupils)	1	5	5
School Librarian	1	4	4
Ass't Principal at Teacher's Meetings	2	3.5	1.75
Homeroom Study	2	3.5	1.75
Playground Supervision	4	3.41	.85
Lunchroom Duty	2	3.25	1.62
Reading Social Studies Literature	1	3	3
Superintendent's Advisory Council	1	3	3
Lunchroom Supervisor	3	2.62	.87
Detention Room Supervision	3	2	.66
Teachers' Meetings and Club	1	2	2
Committee on Merit Plan	1	2	2
Head of Social Studies Department	1	2	2
Teachers' Council (Revise Rules)	1	2	2
Faculty Committee Secretary	1	2	2
School Store- Athletic Goods	1	2	2
Homeroom Discussion	1	2	2
Headmaster's Committee	1	1	1
Audio-Visual Department	1	1	1
Faculty Advisory Committee	1	1	1
Teachers' Handbook Committee	1	1	1
Social Committee	1	1	1
Faculty Committee	1	1	1





## ADMINISTRATIVE ACTIVITIES OF SOCIAL STUDIES TEACHERS page 2

Activity	Number of Teachers	Total Hours/Week	Ave. Hrs. per Tchr.
Bus Line Monitor	1	1	1
Secretary-Teachers' Meeting (Curr. Rev.)	1	1	1
Lunch Duty Monitor	1	.62	.62
State Committee on Tenure	1	.5	.5
Teacher's Committee- Director	1	.5	.5
Intercultural Committee Chairman	1	.5	.5
Teachers' Meetings (Curr. Rev., Panels)	1	.5	.5
Student Government Committee	1	.5	.5
Faculty Committee (Welfare)	1	.5	.5
Noontime Police Duty	1	.5	.5
After-School Make-up	1	.33	.33
All-Association Meetings	1	.3	.3
Social Studies Comm. (Curr. Revision)	1	.25	.25
Monthly School Discipline	1	.25	.25
Committee on the Marking System	1	.25	.25
Chairman of the Social Studies Comm.	1	.1	.1
Totals*	206	590.59	2.33
*Since most teachers perform more than one administrative activity, the total exceeds the number of teachers studied.			

Date		Description		Amount	
1890	Jan 1	Balance		100.00	
	Feb 1	Received from A. B.		50.00	
	Mar 1	Received from C. D.		25.00	
	Apr 1	Received from E. F.		75.00	
	May 1	Received from G. H.		100.00	
	Jun 1	Received from I. J.		150.00	
	Jul 1	Received from K. L.		200.00	
	Aug 1	Received from M. N.		250.00	
	Sep 1	Received from O. P.		300.00	
	Oct 1	Received from Q. R.		350.00	
	Nov 1	Received from S. T.		400.00	
	Dec 1	Received from U. V.		450.00	
	Total			2000.00	

These teachers, according to Table XVIII, spent about 1.63 hours a week, or one-half hour daily, in this activity. 11 listed "Planned Activity" as a function of the homeroom, with an average time of 3.96 hours. One teacher, it may be noted, listed "Discipline" as the major or only function of the administration of his homeroom, which took up five hours a week.

Study Hall supervision took up an average of 4.67 hours a week for 34 teachers, or 49 per cent of those studied. In attempting to determine the extent of curriculum revision by teachers, the writer mentioned this topic in the questionnaire. 8 teachers specifically mentioned curriculum as a part of their administrative duties, while those who attended teachers' meetings, that is, 35 teachers, probably included this function as part of their job. Thus, curriculum revision by the administration, with the help of the teacher, is taking approximately an hour a week of the time of about 50 per cent of teachers. Three teachers noted dormitory duty as one of their tasks. One declared that all of her free time was taken up in this activity, while the others spent 16 and 18 hours a week, respectively, in this activity. Administrative positions in the school system, such as principal, assistant principal, secretary of committees, librarian, chairman of Social Studies Department, and attendance officer, were held by 15 teachers.

#### Miscellaneous Activities

Although the majority of the miscellaneous activities listed in Table XIX might have been included in one or the other categories above, the writer included this heading for the purpose of allowing teachers to include as in-school activities, any that they felt had been left out in previous lists. In tabulating results, therefore, he decided to continue the same procedure as in other lists, and to allow the teacher to determine the placement of a





TABLE XIX

## MISCELLANEOUS ACTIVITIES OF SOCIAL STUDIES TEACHERS

Activity	Number of Teachers	Total Hours per Week	Aver. hours per Tchr.
Curriculum Revision	8	16	2
Make-up Period	1	4	4
Remedial Period	1	4	4
Reading Advisor	1	3	3
Soc. Stud. Revision (Committees)	1	3	3
Teach'rs Meetings Outside Sch. Hrs.	1	3	3
Opportunity Period	1	2	2
Critic Tchr. for Student Tchr.	1	2	2
Sunday Sch. Tchr. and Organist	1	2	2
Pianist for Town Organization	1	2	2
Ext. Course on the Curriculum	1	2	2
Tutor Absentees	1	2	2
After-School Help	1	2.5	2.5
Revision of Curr. for City	1	2	2
Special Help-Slow Learners	1	2	2
Help to Dep'talize 7th & 8th Gr.	1	2	2
Auditorium Committee Chairman	1	2	2
Vice-Pres. Teacher's Association	1	2	2
Tutoring	1	1.5	1.5
Secr'y - Gardner Coll. Club	1	1.5	1.5
Parent's Day Workshop	1	1.5	1.5
Teacher's Assoc. President	2	1.37	.68
Required Corr. Course	1	1	1
PTA-Chrman of Ath. Committee	1	.62	.62
PTA	2	.57	.28
Assistant Princ.- Assembly	1	.25	.25
Totals	35	65.81	1.85



particular item. Teachers were requested to list any curriculum revision in which they intended to engage in their own classrooms, aside from the ordinary preparations expected of a teacher. 8 teachers noted that they were spending an average of two hours a week in revising one or more of the subjects which they taught. Another was a member of a committee which spent three hours a week on such revision, while a tenth teacher was engaged in curriculum revision for the city. 7 teachers spent some time during the week helping slow or absent pupils to make up work. 5 teachers listed teachers' associations as taking up part of their time.

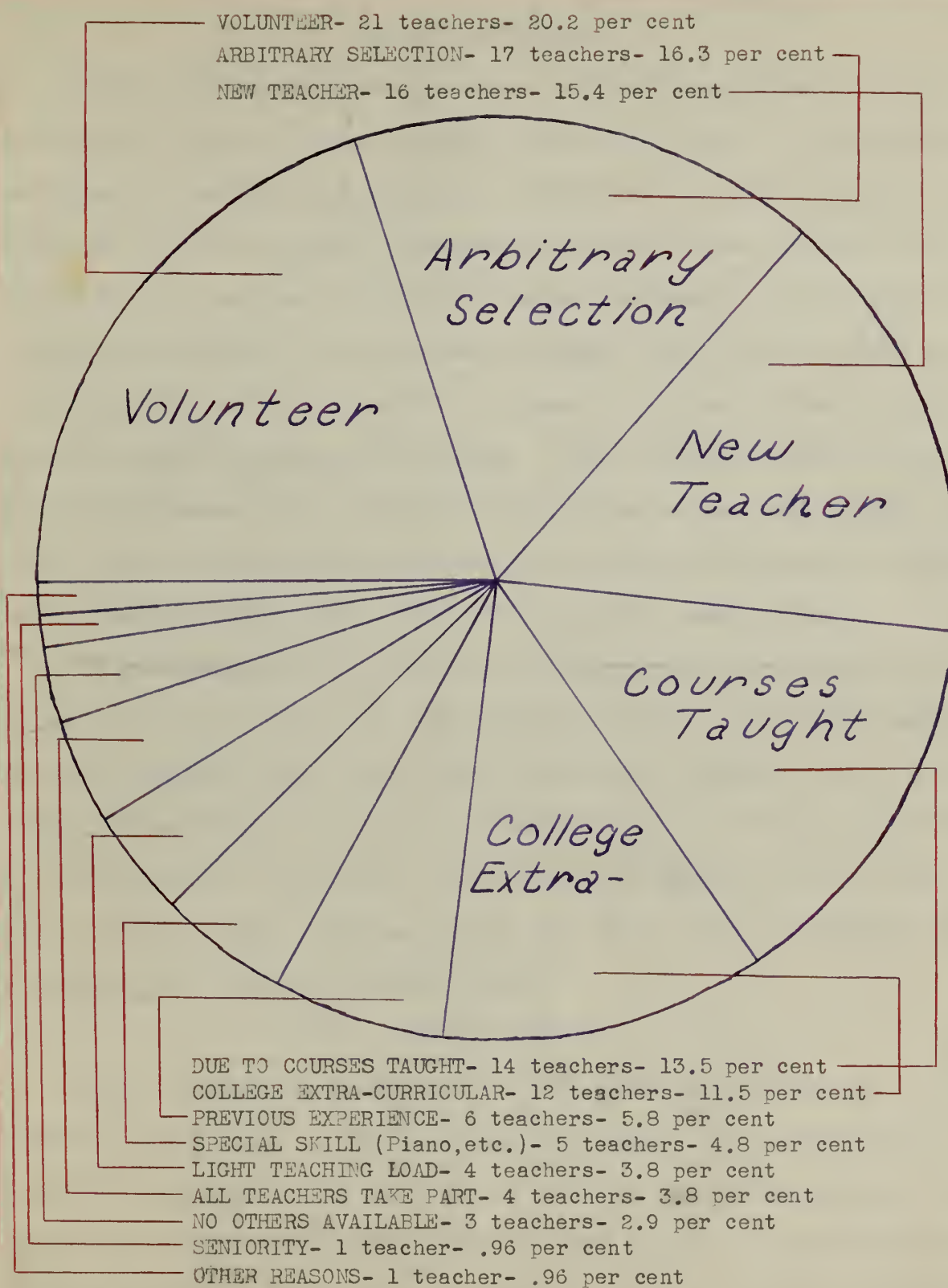
#### Reasons for Selection of Teachers

The combination circle graph and table, number XX, gives a graphic illustration of the reasons why teachers are selected to sponsor or to lead activities. While "New Teacher", and "Arbitrary Selection", may appear to be separate reasons, actually they may be combined when the graduate goes out to teach. If the percentages listed here continue to hold true therefore, he will be selected without being asked his wishes in 31.7 per cent of cases, and be allowed to volunteer in 20.2 per cent of the activities in which he engages. Because he teaches certain courses, he will be expected to take the activity associated with that course, such as school paper for the English teacher, in 13.5 per cent of cases. It seems, therefore, that the teacher has only one chance in five of selecting his activities, although by volunteering in advance, he may choose those for which he is best fitted, and for which he has the greatest desire. In the case of 12 teachers, college extra-curricular activities have paid off in the obtaining of desirable areas for their talents. In the case of four teachers, all teachers of the particular grade that they teach must engage in the activity listed.





## REASONS FOR SELECTION OF TEACHERS TO LEAD ACTIVITIES





### Records and Reports

Parents and the school administration take up the greatest portion of the teacher's time, as far as required records and reports are concerned. In each case, 59 teachers were required to record for the administration or to report to parents on pupils, classroom facilities, or other matters which the administration considered important. Thirty-five teachers were required to keep personal records in order to keep informed, while 27 kept records for themselves which were not required, in order to do a better job. Activities' reports took up the time of 21 teachers. Only 2 teachers left the "Records and Reports" space on the questionnaire blank, and no one noted "None" under this heading. 13 teachers issued reports to parents which were not required, while 8 teachers helped other teachers by doing the same for them.

The time during which reports were necessary varied from those that had to be done daily to those that were required only once a year. The greatest frequency occurred weekly, with "Every two months", "Monthly", and "Yearly", coming in that order. The number of teachers for each of these periods were 33, 28, 24, and 20. One teacher noted that yearly reports took 200 hours, which threw the average time way off for the others listed. Table XXI and XXII shows the records and reports listing.

### Helping Pupils

While some teachers listed help for pupils who are failing under "Administrative Activities", or "Miscellaneous Activities", the writer desired a more specific tabulation of this type of activity, and asked teachers to note the method by which they helped pupils who were failing, and the time taken for such activities. While the time schedule of aid to pupils is unimportant, the methods employed giving help provide an interesting sidelight into the





TABLE XXI

## RECORDS AND REPORTS OF SOCIAL STUDIES TEACHERS

Type of Report	Number of Teachers
Required:	
Reports to Parents	59
Reports for the Administration	59
Records for Personal Reference	35
Reports and Records on Activities	21
Teacher's Register	4
Failure Reports	3
Discipline Reports	2
Attendance Records	2
Interim Reports	1
Reports for the State Department	1
Temperature Records for the Administration	1
Class Financial Record	1
Personality and Rating Reports	1
Commendation Reports	1
State Attendance Register	1
Club Records	1
Warnings	1
Lunch Orders	1
Guidance Records	1
Banking Records and Reports	1
Class Register	1
De-merits	1
	<u>199 Total</u>
Not Required:	
Reports for Pupil and Parents	13
Reports for Personal Reference	27
Reports and Records for Other Teachers	8
	<u>48 Total</u>
Complete Total	247



TABLE XXII

## RECORDS AND REPORTS OF SOCIAL STUDIES TEACHERS

Frequency of Reports	Number of Teachers	Total Hours per Period	Average Hours per Teacher
Daily	1	.16	.16
Weekly	33	55.5	1.68
Bi-Monthly	3	6.5	2.17
Monthly	24	84.25	3.51
Every Six Weeks	5	27	5.4
Every Two Months	28	187	6.68
Every Ten Weeks	1	20	20
Three Times a Year	1	.5	.5
Quarterly	5	35	7
Every Semester	1	6	6
Every Five Months	2	16	8
Yearly	20	383	19.2

Note: A "Yearly" notation of 200 hours tends to increase the average of teachers in that section by as much as ten hours. Without this notation the section would read:

Yearly	19	183	9.63
Totals	124	820.91	6.62



Name		Address		Occupation	
1	John Smith	123 Main St	City	Teacher	Male
2	Mary Jones	456 Oak St	Town	Homemaker	Female
3	Robert Brown	789 Elm St	Village	Farmer	Male
4	Sarah White	101 Pine St	Hamlet	Shopkeeper	Female
5	James Green	202 Cedar St	County Seat	Lawyer	Male
6	Elizabeth Black	303 Birch St	County Seat	Doctor	Female
7	William Gray	404 Spruce St	County Seat	Engineer	Male
8	Anna Miller	505 Willow St	County Seat	Artist	Female
9	Thomas Hall	606 Ash St	County Seat	Merchant	Male
10	Charlotte King	707 Hickory St	County Seat	Writer	Female
11	Charles Lee	808 Sycamore St	County Seat	Banker	Male
12	Frances Scott	909 Dogwood St	County Seat	Musician	Female
13	George Adams	1010 Magnolia St	County Seat	Scientist	Male
14	Lucy Baker	1111 Tulip St	County Seat	Librarian	Female
15	Henry Wilson	1212 Rose St	County Seat	Historian	Male
16	Isabella Moore	1313 Iris St	County Seat	Botanist	Female
17	Samuel Taylor	1414 Dandelion St	County Seat	Geologist	Male
18	Rebecca Evans	1515 Poppy St	County Seat	Zoologist	Female
19	Benjamin Clark	1616 Sunflower St	County Seat	Astronomer	Male
20	Victoria Lewis	1717 Lavender St	County Seat	Chemist	Female
21	Franklin Hall	1818 Marigold St	County Seat	Physicist	Male
22	Joseph King	1919 Zinnia St	County Seat	Mathematician	Male
23	Emily Scott	2020 Pansy St	County Seat	Biologist	Female
24	Richard Adams	2121 Petunia St	County Seat	Ecologist	Male
25	Elizabeth Baker	2222 Verbena St	County Seat	Environmentalist	Female
26	William Clark	2323 Impatiens St	County Seat	Conservationist	Male
27	Anna Evans	2424 Salvia St	County Seat	Anthropologist	Female
28	Thomas Hall	2525 Echinacea St	County Seat	Archaeologist	Male
29	Charlotte King	2626 Camellia St	County Seat	Historian	Female
30	Charles Lee	2727 Hydrangea St	County Seat	Architect	Male
31	Frances Scott	2828 Begonia St	County Seat	Interior Designer	Female
32	George Adams	2929 Fuchsia St	County Seat	Graphic Designer	Male
33	Lucy Baker	3030 Geranium St	County Seat	Photographer	Female
34	Henry Wilson	3131 Petal St	County Seat	Journalist	Male
35	Isabella Moore	3232 Stem St	County Seat	Editor	Female
36	Samuel Taylor	3333 Root St	County Seat	Publisher	Male
37	Rebecca Evans	3434 Leaf St	County Seat	Translator	Female
38	Benjamin Clark	3535 Flower St	County Seat	Interpreter	Male
39	Victoria Lewis	3636 Bud St	County Seat	Proofreader	Female
40	Franklin Hall	3737 Blossom St	County Seat	Typesetter	Male
41	Joseph King	3838 Petal St	County Seat	Printer	Male
42	Emily Scott	3939 Stem St	County Seat	Bookbinder	Female
43	Richard Adams	4040 Root St	County Seat	Stationer	Male
44	Elizabeth Baker	4141 Leaf St	County Seat	Calligrapher	Female
45	William Clark	4242 Flower St	County Seat	Engraver	Male
46	Anna Evans	4343 Bud St	County Seat	Illustrator	Female
47	Thomas Hall	4444 Blossom St	County Seat	Cartoonist	Male
48	Charlotte King	4545 Petal St	County Seat	Animator	Female
49	Charles Lee	4646 Stem St	County Seat	Director	Male
50	Frances Scott	4747 Root St	County Seat	Producer	Female
51	George Adams	4848 Leaf St	County Seat	Screenwriter	Male
52	Lucy Baker	4949 Flower St	County Seat	Actor	Female
53	Henry Wilson	5050 Bud St	County Seat	Actress	Male
54	Isabella Moore	5151 Blossom St	County Seat	Musician	Female
55	Samuel Taylor	5252 Petal St	County Seat	Dancer	Male
56	Rebecca Evans	5353 Stem St	County Seat	Composer	Female
57	Benjamin Clark	5454 Root St	County Seat	Conductor	Male
58	Victoria Lewis	5555 Leaf St	County Seat	Musician	Female
59	Franklin Hall	5656 Flower St	County Seat	Musician	Male
60	Joseph King	5757 Bud St	County Seat	Musician	Female
61	Emily Scott	5858 Blossom St	County Seat	Musician	Male
62	Richard Adams	5959 Petal St	County Seat	Musician	Female
63	Elizabeth Baker	6060 Stem St	County Seat	Musician	Male
64	William Clark	6161 Root St	County Seat	Musician	Female
65	Anna Evans	6262 Leaf St	County Seat	Musician	Male
66	Thomas Hall	6363 Flower St	County Seat	Musician	Female
67	Charlotte King	6464 Bud St	County Seat	Musician	Male
68	Charles Lee	6565 Blossom St	County Seat	Musician	Female
69	Frances Scott	6666 Petal St	County Seat	Musician	Male
70	George Adams	6767 Stem St	County Seat	Musician	Female
71	Lucy Baker	6868 Root St	County Seat	Musician	Male
72	Henry Wilson	6969 Leaf St	County Seat	Musician	Female
73	Isabella Moore	7070 Flower St	County Seat	Musician	Male
74	Samuel Taylor	7171 Bud St	County Seat	Musician	Female
75	Rebecca Evans	7272 Blossom St	County Seat	Musician	Male
76	Benjamin Clark	7373 Petal St	County Seat	Musician	Female
77	Victoria Lewis	7474 Stem St	County Seat	Musician	Male
78	Franklin Hall	7575 Root St	County Seat	Musician	Female
79	Joseph King	7676 Leaf St	County Seat	Musician	Male
80	Emily Scott	7777 Flower St	County Seat	Musician	Female
81	Richard Adams	7878 Bud St	County Seat	Musician	Male
82	Elizabeth Baker	7979 Blossom St	County Seat	Musician	Female
83	William Clark	8080 Petal St	County Seat	Musician	Male
84	Anna Evans	8181 Stem St	County Seat	Musician	Female
85	Thomas Hall	8282 Root St	County Seat	Musician	Male
86	Charlotte King	8383 Leaf St	County Seat	Musician	Female
87	Charles Lee	8484 Flower St	County Seat	Musician	Male
88	Frances Scott	8585 Bud St	County Seat	Musician	Female
89	George Adams	8686 Blossom St	County Seat	Musician	Male
90	Lucy Baker	8787 Petal St	County Seat	Musician	Female
91	Henry Wilson	8888 Stem St	County Seat	Musician	Male
92	Isabella Moore	8989 Root St	County Seat	Musician	Female
93	Samuel Taylor	9090 Leaf St	County Seat	Musician	Male
94	Rebecca Evans	9191 Flower St	County Seat	Musician	Female
95	Benjamin Clark	9292 Bud St	County Seat	Musician	Male
96	Victoria Lewis	9393 Blossom St	County Seat	Musician	Female
97	Franklin Hall	9494 Petal St	County Seat	Musician	Male
98	Joseph King	9595 Stem St	County Seat	Musician	Female
99	Emily Scott	9696 Root St	County Seat	Musician	Male
100	Richard Adams	9797 Leaf St	County Seat	Musician	Female

methods employed by social studies teachers. Table XXIII shows, for example, that more than half of the teachers studied employ individual conference and after-school tutoring in aiding pupils. 17 teachers refer the pupil to the Guidance Department, while 12 are engaged in teaching special classes of poor or failing students. Only one teacher mentioned the modern method of suiting the work to the ability of the student, while another noted the use of special books. Two teachers utilized the device of added work for pupils who could not do the work assigned.

#### Parental Contacts

Table XXIV, on parental contacts, shows that 15 teachers engage each week in letter-writing to parents of pupils who are failing, and that 10 teachers call on parents for the purpose of aiding pupils. In the case of 6 teachers replying, the administration handles matters of this kind, while in two instances, teachers are not allowed to contact parents directly. According to the master sheet, only thirty-two teachers contact parents in one way or another, while twenty-two teachers left this section blank.

#### Replies to "Yes" and "No" Questions

Included in the questionnaire were seventeen questions which could be answered with a "Yes" or "No" by teachers surveyed. In order to save space, these questions have been tabulated on a single table, Table XXV, where the reader may note the percentage of "Yes" and "No" answers and those teachers who did not reply. While some of the questions are related to other parts of the questionnaire, each may be readily understood by itself, due to the wording of the questions.

While 36 teachers, or 52 per cent, reported that there was an official guidance program in their schools, the remaining 42 per cent without a guid-

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The author argues that without accurate records, it is impossible to make informed decisions or to identify areas for improvement.

2. The second part of the paper describes the various methods used to collect and analyze data. It outlines the steps involved in designing a study, selecting a sample, and gathering information. The author also discusses the importance of ensuring the reliability and validity of the data collected. This section provides a detailed look at the research process, from the initial planning stages to the final analysis and interpretation of results.

3. The third part of the paper presents the results of the study and discusses their implications. It includes a summary of the findings and a discussion of the factors that may have influenced the results. The author also offers suggestions for future research and for the application of the findings in practice. This section concludes the paper by highlighting the key takeaways and the potential for further exploration in this field.

TABLE XXIII

## METHOD OF HELPING PUPILS WHO ARE FAILING

Method	No. of Teachers
Individual Conference	58
After-School Tutoring	42
Referral to Guidance Department	17
Special Classes	12
Notifying Parents	3
Make-Up Work	2
Added Work	2
Opportunity Period After Class	1
Work Suited to Ability	1
Special Books	1
Total number of teachers*	139

TABLE XXIV

## PARENTAL CONTACTS TO HELP PUPILS

Type of Contact	No. of Teachers	Total Hours/Week
Letters	15	18.5
Visiting Homes	10	18
Phone Calls	6	7
Handled by Administration	6	
Conference at School	4	
Not allowed	3	
None	3	
Contact on Parent's Night	1	
Totals*	48	33.5

## PARENTAL CONTACTS FOR COMING TO SCHOOL

Type of Contact	No. of Teachers	Total Hours/Week
Letters	9	5
Handled by the Administration	5	
Phone Calls	2	3
Contacts in the Town	1	1
Totals*	17	9

\*Since many teachers use more than one method or employ several types of contact, the totals exceed the actual number of teachers who answered the questionnaire.



1875

1. The first part of the paper is devoted to a general discussion of the subject.

2. The second part is devoted to a detailed description of the various cases.

3. The third part is devoted to a discussion of the results.

4. The fourth part is devoted to a discussion of the conclusions.

5. The fifth part is devoted to a discussion of the future work.

6. The sixth part is devoted to a discussion of the references.

7. The seventh part is devoted to a discussion of the acknowledgments.

8. The eighth part is devoted to a discussion of the appendix.

9. The ninth part is devoted to a discussion of the bibliography.

10. The tenth part is devoted to a discussion of the index.

11. The eleventh part is devoted to a discussion of the conclusion.

12. The twelfth part is devoted to a discussion of the summary.

TABLE XV

## REPLIES TO "YES" AND "NO" QUESTIONS

No.	Question	Yes	%	No	%	No Ans.	%
1	Is there an official guidance program in your school?	36	52	29	42	4	06
2	Is there a director of extra-curricular activities?	19	28	44	64	6	08
3	Must all pupils engage in some extra-curricular activity?	9	13	53	77	7	80
4	Is there a limit on the number of activities in which a student may engage at any one time?	22	32	35	51	12	17
5	Is the school building available for activities?	56	81	13	19	0	00
6	Are extra-curricular facilities as adequate as classroom facilities?	20	29	34	49	15	22
7	Has any activity been forbidden or stopped in your experience?	8	12	53	76	8	12
8	Is there an activity which you sponsor in which you feel not very well qualified?	11	16	31	45	27	39
9	Is there an activity you desire to sponsor not now conducted in your school?	34	49	13	19	22	32
10	Could you begin a program in this activity if you had time?	30	88	4	12		
11	Would you drop any course in the curriculum to make room for this activity?	10	29	25	71		
12	Have any of the activities you sponsored failed to achieve the success you expected of them?	12	17	37	54	20	29
13	If you act as chaperone, patron or guide, will you pay your expenses?	27	39	15	22	27	39
14	Have the post-grad courses you've taken proved satisfactory?	17	25	1	01	51	74
15	Do you wish you had majored in some other teaching field in college?	11	16	49	71	9	13
16	Do you wish you had majored in some field other than teaching?	11	16	48	70	10	14
17	Do the pupils in your school get credit for extra-curricular activities?	14	20	36	52	19	28

Date		Description		Amount	
1890	Jan 1	Balance		100.00	
	Feb 1	Interest		5.00	
	Mar 1	Interest		5.00	
	Apr 1	Interest		5.00	
	May 1	Interest		5.00	
	Jun 1	Interest		5.00	
	Jul 1	Interest		5.00	
	Aug 1	Interest		5.00	
	Sep 1	Interest		5.00	
	Oct 1	Interest		5.00	
	Nov 1	Interest		5.00	
	Dec 1	Interest		5.00	
1891	Jan 1	Balance		100.00	
	Feb 1	Interest		5.00	
	Mar 1	Interest		5.00	
	Apr 1	Interest		5.00	
	May 1	Interest		5.00	
	Jun 1	Interest		5.00	
	Jul 1	Interest		5.00	
	Aug 1	Interest		5.00	
	Sep 1	Interest		5.00	
	Oct 1	Interest		5.00	
	Nov 1	Interest		5.00	
	Dec 1	Interest		5.00	
1892	Jan 1	Balance		100.00	
	Feb 1	Interest		5.00	
	Mar 1	Interest		5.00	
	Apr 1	Interest		5.00	
	May 1	Interest		5.00	
	Jun 1	Interest		5.00	
	Jul 1	Interest		5.00	
	Aug 1	Interest		5.00	
	Sep 1	Interest		5.00	
	Oct 1	Interest		5.00	
	Nov 1	Interest		5.00	
	Dec 1	Interest		5.00	

ance program made the writer wonder at the extent to which guidance has taken hold in the schools where Boston University graduates teach. This lack of official guidance facilities seems to offer endless opportunities for those teachers interested in guidance whose background is not adequate enough for them to obtain a full-time guidance position. Of course, the interpretation of "official" may alter a teacher's opinion regarding the nature of the program being carried out in his school. Question 2, asking whether or not there is a director of extra-curricular activities, indicates by the answers received that this function has not yet caught on in schools where graduates teach. Since only 28 per cent of teachers replied that their schools had directors of such activities, the field here seems open for the opportunist.

Questions 3 and 4, regarding the inclusiveness of extra-curricular activities and the limits on student's participation, seem to indicate that as yet the extra-curricular departments of schools are still open only to those who desire to take part in them, and that, generally, the few students who take part in many activities make up for those who engage in none. Questions 5 and 6, designed to discover the importance of extra-curricular activities in school systems by noting the facilities provided for them, seem to show that although most schools provide facilities for extra-curricular within their walls, the facilities provided for these activities are still inadequate when compared with those provided for curricular material. Perhaps this is as it should be.

Questions 9, 10, and 11, relating to the teacher's desire to sponsor activities not now conducted in his school, are purely subjective, but may add to an understanding of the teacher's feelings regarding extra-curricular activities. 34 teachers, or 49 per cent, stated that they would like to spon-



1870  
The first of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The second of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

The third of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The fourth of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

The fifth of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

sor an activity not now conducted in their schools. If they had time, declared 88 per cent of this group, they would be able to begin a program in the activity, although only 10 cared to choose any course in the curriculum that they would replace with the activity.

While only 25 per cent of teachers answered that the post-graduate courses they'd taken had proved satisfactory, only 1 teacher declared that such courses had not been satisfactory. 74 per cent did not reply. 11 teachers, or 16 per cent wished that they had majored in some other teaching field in college, while another 11 wished that they had taken some other field, instead of teaching.

While 39 per cent of teachers must pay their own expenses when acting as chaperone, patron, or guide, 22 per cent have their expenses paid for them. This might be an important consideration when the prospective teacher is seeking a teaching position.

#### School's Policies

To the question, "Is the administration and faculty helpful, neutral, or opposed to you in your conduct of activities?" teachers replied: Helpful, 44 teachers, or 64 per cent; neutral, 15 teachers, or 22 per cent; opposed, 1 teacher, or 1 per cent. That teacher who declared that the administration was opposed indicated that extra-curricular activities are not allowed in the school where he teaches, although he takes students to other schools for games and dances.

Question 7, Table XXV, indicated that 8 teachers had declared that activities had been forbidden or stopped in their experience. These activities consisted of:

Football, a decade ago, because a student had been killed.



Activities limited, students come by bus.  
 Student Government Day, poor results.  
 Plays and dances, limited facilities.  
 Selling at games, misuse of materials.  
 Field trips, no adequate reason.  
 Touch football, no equipment.  
 Student government, students had too much power.

The 13 teachers who had indicated that the school building was not available for activities listed 12 places, in Table XXVI, where activities are held outside of the school. Because some teachers listed more than one place, a total of 18 appears in the table. The Town Hall is the most frequently used meeting place for activities which otherwise would be held at school.

That teachers feel the need of various facilities, or the need for more time, is evidenced by the 38 teachers who listed the greatest needs of their schools as they saw them. 24 of the 38 teachers felt the need in the form of architectural improvements, such as new gymnasiums, cafeterias, auditoriums, and so forth, while 7 noted the lack of time due to the need for a lighter teaching load or more teachers. One teacher made the simple request of a file for guidance information, while a second merely desired permission to have extra-curricular activities. This was the same teacher who had noted the administration's opposition to these activities.

#### Teacher's Skills

Table XXIX, "Skills Possessed and Not Utilized by the Teacher", and Table XXX, "Activities for which the Teacher Feels Poorly Qualified", indicate the relation of the skills possessed by the teacher to those which the school utilizes. It is interesting to note that 10 teachers feel that all of their skills are being utilized in activities. 8 teachers possess skills in Dramatics which are not being put to use, and 7 have abilities in one or another sport which are not being utilized. 31 teachers feel that they are



# THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

THE FIRST

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IN TWO VOLUMES

THE SECOND

OF THE

REIGN OF

CHARLES THE FIRST

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TABLE XXVI  
PLACES WHERE ACTIVITIES ARE HELD

Places	No. of Schools
Town Hall	5
Grange Hall	2
Pupil's Homes	2
Fairgrounds Hall	1
Legion Hall	1
Community Building	1
Library	1
Ballfield	1
Gym, (ex-church)	1
Town Recreation Bldg.	1
Outdoors & Museums	1
Notebooks, Papers	1
	<u>Total 18</u>

GREATEST NEEDS OF SCHOOLS

Greatest Needs	No. of Schools
New Gym and /or Auditorium	10
Space-More Room	7
More Time	4
Larger Schools	2
Equipment	2
Larger Cafeteria	1
Adequate Aud. & Athletic Fld.	1
Money, New Bldgs. Props. etc.	1
Darkroom	1
Adequate Room & Time	1
File for Guidance Information	1
Work Tables for Plane Models	1
Abetter plant	1
Supplementary Reading Test	1
Lower Teaching Load	1
Permission to have Extra-Curr.	1
Display Tables & Boards	1
More Teachers	1
	<u>Total 38</u>

TABLE XXVII



TABLE XXIX

## SKILLS POSSESSED AND NOT UTILIZED BY THE TEACHER

Skill	No. of Tchrs.	Skill	No. of Tchrs.
Photography	2	Dramatics	8
Debating	3	Fencing	1
Track Coach	1	Play Produc.-Speech Art	1
All Used in Small Town	1	Athletics	1
Hockey Coach	1	Gymnastics	1
Public Speaking	1	School Paper	1
Librarian	1	Current Affairs	1
Folk Dancing	1	Planning Programs	1
Audio-Visual Aids	1	Aviation Instruction	1
No Time for More	1	Musical-Gen'l Entertain.	1
Aviation Experience	1	Piano Playing	1
Radio	1	Sports-Outdoor Act.	1
Stamp Club	1	Tennis	1
Journalism	1	None	10
Total of Teachers Possessing Unused Skills		37	

TABLE XXX

## ACTIVITIES FOR WHICH THE TEACHER FEELS POORLY QUALIFIED

Activity	No. of Tchrs.	Activity	No. of Tchrs.
None	31	Athletics	1
Basketball	2	Forums	1
Public. of Yearbook	1	Library Activities	1
Soccer	1	Bird Walks (Elem.)	1
Girls' Softball	1	School Paper	1
Class Advisor	1	Dancing	1
Guidance	1		
Total of Poorly Qualified Teachers		13	



TABLE I	
Year	Population
1900	1,000,000
1910	1,500,000
1920	2,000,000
1930	2,500,000
1940	3,000,000
1950	3,500,000
1960	4,000,000
1970	4,500,000
1980	5,000,000
1990	5,500,000
2000	6,000,000

TABLE II	
Year	Population
1900	1,000,000
1910	1,500,000
1920	2,000,000
1930	2,500,000
1940	3,000,000
1950	3,500,000
1960	4,000,000
1970	4,500,000
1980	5,000,000
1990	5,500,000
2000	6,000,000

adequately qualified for the positions which they hold, although 5 teachers feel that their athletic ability, or the ability to coach athletics, could be better than it is.

#### Teacher's Interests

Because the subjectively determined interests of teachers play a great part in determining their ability and success as teachers, the follow-up study should include in its scope a question or two designed to probe these interests. This study has several questions of this type.

Table XXXI, showing the subjects and activities that teachers regard as most interesting, least interesting, as their easiest assignment, and as their most difficult assignment, gives an inkling of the nature of the teacher's feelings in these matters. For example, social studies teachers who have majored in American History seem to regard this subject as their easiest assignment, and at the same time as the activity of most interest. The writer assumes here that "History", noted without other designation by 21 teachers, is almost wholly American History, though for the sake of objectivity in the table, this assumption was not made. If this is true, and "History" means American History, then the six subjects of History, All Social Studies, U.S. or American History, Civics, American Government, and Problems of Democracy, noted as the topics of most interest by the greatest number of teachers, include in their scope 42 teachers, or 61 per cent of those studied. This is probably due to the fact that the teachers know their subjects, and how to teach them, and can thus feel a sense of accomplishment in doing so. It is difficult to determine the extent to which these same teachers regard history as their easiest assignment, since there were 13 blank spaces in the "Easiest Assignment" column, and only 5 in the "Most Interesting" column. 19 teachers,



ACTIVITIES OF VARYING INTEREST AND DIFFICULTY FOR TEACHERS

Activity of Most Interest	No. of Tchrs	Activity of Least Interest	No. of Tchrs	Easiest Assignment	No. of Tchrs	Most Difficult Assignment	No. of Tchrs
History	21	Mathematics	7	History	11	World History	2
All Social Studies	3	Science	6	Social Studies	4	English	2
U.S. or Amer. Hist.	5	English	3	World History	3	Civics- Low I.Q.	2
Civics	4	Petty Details	2	English	3	Science	2
American Gov't	2	Health	2	Study Hall	3	Current Events	2
Problems of Democ.	2	Penmanship	2	American History	2	Art	2
School Library	2	Foreign Language	1	Basketball	2	Mathematics	1
Guidance	2	Extra Activities	1	Mathematics	2	Modern History	1
Music	2	Geography	1	American Gov't	1	Study Halls	1
Subjects	2	Chaperoning Dances	1	Internat'l Rel. Club	1	Girls' Athletics	1
English	2	English Grammar	1	Homeroom	1	Geography	1
Philosophy	1	Soccer	1	Soc. Studies	1	Library	1
Current History	1	Activity Period	1	Arithmetic	1	Biology	1
Baseball	1	Business Training	1	Economics	1	Economic Geography	1
Gov't and Politics	1	Latin America	1	Modern Problems	1	Driver Education	1
Human Relations	1	Economic Geography	1	Junior Class Advisor	1	Business Training	1
Modern Problems	1	Civics	1	Subjects	1	Latin America	1
Modern History	1	Languages	1	Civics- High I.Q.	1	Plan-Direct Programs	1
Other Activities	1	Latin	1	Soph. Class Advisor	1	Citizenship	1
Economics	1	Clubs	1	Driver Education	1	Softball	1
Biology	1	Arithmetic	1	Economic Geography	1	Record Keeping	1
Science	1	Music	1	Counseling	1	New England Life	1
Counseling	1	Auditorium Committee	1	Sports	1	Ancient History	1
Sports	1	Spelling	1	Literature	1	Spelling	1
Geography	1	Ticket Collector	1	Art	1	Current Events	1
Reading	1	7th Grade History	1	Geography	1	School Store	1
Arithmetic	1	Library	1	Subject taught	1	Auditorium Committee	1
Coaching	1	Art	1	Paper circulation	1	Plan Radio Workshop	1

TABLE XXXI





## ACTIVITIES OF VARYING INTEREST AND DIFFICULTY FOR TEACHERS

Activity of Most Interest	No. of Tchrs	Activity of Least Interest	No. of Tchrs	Easiest Assignment	No. of Tchrs	Most Difficult Assignment	No. of Tchrs
Teaching	1	Music-Loss of Super.	1	Coaching	1	Music-Loss of Super.	1
Curr. Events Club	1	Guidance	1	Civics	1	Social Studies	1
Mathematics	1	Class Parties	1	Current Events	1	Making Hist. Inter.	1
French	1			Physical Education	1	English-Slow Pupils	1
World History	1					Guidance	1
Current Events	1					Arr. Assembly Progr.	1
Sports-Spectator	1					Life Science	1
						Problems of Democ.	1

## DIVISION OF ACTIVITIES INTO MAJOR FIELDS

Activity of Most Interest	No. of Tchrs	Activity of Least Interest	No. of Tchrs	Easiest Assignment	No. of Tchrs	Most Difficult Assignment	No. of Tchrs
Social Studies	54	Other Subjects	30	Social Studies	30	Social Studies	17
Other Subjects	11	Oth. Ex.-Curr. Act.	6	Other Subjects	10	Other Subjects	14
Sports	4	Social Studies	5	Sports	4	Administrative Act.	7
Guidance Activ.	3	Administrative	4	Administrative Act.	4	Sports	2
Admin. Activities	2	Sports	1	Guidance Activ.	4	Other Extra-Curr.	1
Other Ex.-Curr. Act.	2	Guidance Activities	1	Other Extra-Curr.	2	Guidance Activities	1
Totals	76 *		50		54		42

\*Because some teachers designated more than one subject as most interesting, the number exceeds the total of teachers studied.



however, listed American History in one form or another as "Easiest", and 3 as "Most Difficult." Of course, teachers may regard a subject as interesting and as difficult at the same time. Three teachers listed guidance or counseling as most interesting. Among activities of least interest, Mathematics, science, and English held top place with a total of 16 teachers designating these as their least interesting subjects. The petty details of teaching received the denunciation of two teachers. 5 teachers regarded social studies as of least interest, and 18 teachers felt that they presented the most difficult assignments. One teacher felt that making history interesting presented the most difficult problem in his school program.

The second division of the table, showing a division of activities into major fields, indicates that social studies are of most interest, with 54 teachers, and that other subjects make up the greatest part of the topics of least interest, as listed by 30 teachers. Although social studies are considered easiest by 30 teachers, they are also at the top of the "Most Difficult" list, with 17. One teacher noted that it was not possible for a subject to be easy, and two declared that all were of equal difficulty.

Table XXXII attempted to show the relation between those activities marked "Most Interesting", and "Easiest", and those marked "Least Interesting", and "Most Difficult", by showing the activities and number of teachers who had noted an activity in both of these two categories. That is, if a teacher checked history as most interesting and also as easiest, then his notation is listed in this chart. The attempt here is to establish a connection, if possible, between ease of teaching, interest in a subject, and knowledge of that subject. Again, the dominance of social studies subjects in the first chart, and of other subjects in the second may be noted.





TABLE XXII

ACTIVITIES DENOTED AS MOST INTERESTING AND EASIEST BY THE SAME TEACHER

Activity	No. of Teachers
History	9
All Social Studies	4
English	2
American Government	1
Modern Problems	1
Civics	1
Counseling	1
Sports	1
Geography	1
Coaching	1
Mathematics	1
World History	1
Total of Teachers	24

ACTIVITIES DENOTED AS LEAST INTERESTING AND MOST DIFFICULT BY SAME TEACHER

Activity	No. of Teachers
English	3
Science	2
Mathematics	1
Geography	1
English Grammar	1
Business Training	1
Latin America	1
Economic Geography	1
Penmanship	1
Music-Loss of Supervisor	1
Auditorium Committee	1
Art	1
Total of Teachers	15



Tables XXXIII, XXXIV, XXXV, and XXXVI express the teacher's ideas as far as desired activities are concerned, and his feelings regarding activities in his present schedule that should be dropped to make room for other things. In Table XXXIII, 12 teachers are satisfied with the activities that they now conduct, while 40 teachers would like to conduct activities of one kind or another. 6 teachers are interested in sports, 5 would like to engage in speech and dramatics, 4 are interested in social studies, and 3 would like to sponsor dancing classes of one type or another. According to Table XXXIV, 24 teachers are satisfied with the present curriculum, while 11 would like to make some change. Although 20 teachers expressed no desire to take over the activities sponsored by another teacher in Table XXXV, 11 would like to see themselves as sponsor of such activities. In Table XXXVI, 18 teachers would require certain activities for the best growth of pupils. Active participation in the form of dances, sports, and dramatics was desired by 11 teachers.

#### Degree of Teacher's Interest

In order to measure the degree of the teacher's interest, the writer asked, "Are you genuinely interested in, tolerate as a necessary job, or do you dislike most of the extra-curricular activities that you sponsor?" The teachers replying answered as follows:

Genuinely Interested In	<u>48</u>	Tolerate as Necessary Job	<u>9</u>
Dislike (Extra-Curricular and living-in)	<u>1</u>	No Answer	<u>11</u>

From these replies, it would appear that most teachers are interested in the activities that they sponsor. The nine who merely tolerate them, however, need further study, for certainly the degree of a teacher's interest may have a good deal to do with the success or failure of a club or activity. A teacher, of course, is not expected to like everything he does.





TABLE XXXIII

## ACTIVITIES DESIRED BY THE TEACHER

Activity	Number of Tchrs	Activity	Number of Tchrs
None	12	Debating team	2
Projection Club	1	Class or Field Trips	2
Speech Classes	1	Sq. Dance Classes	2
Variety Shows	1	Drama	3
Girls' League	1	Aviation Club	1
Craft Clubs	1	Student Council	1
Tennis	2	Dramatics	1
Guidance	2	Stamp Club	1
Red Cross Activities	1	Visual Aids	1
School Sport Teams	1	Journalism Club	1
Football	2	Chess	1
Boxing	1	Aeronautics	1
Testing for Guidance	1	Current Events Course	1
Curr. Events Club	2	Ballroom Dancing	1
Driving	1	Teaching of German	1
Sewing and Cook. Cl.	1	History Club	1
Changes Desired- Total of Teachers			40

TABLE XXXIV

## COURSES IN THE CURRICULUM THAT SHOULD BE DROPPED

Course	Number of Tchrs	Course	Number of Tchrs
Spelling-Separate	2	Science	1
Study Periods	1	Art as an Elective	1
Penmanship	1	Literature	1
Sales and Law	1	Business Law	1
Junior Business	1	Geography	1
None	24		
Changes Desired- Total of Teachers			11

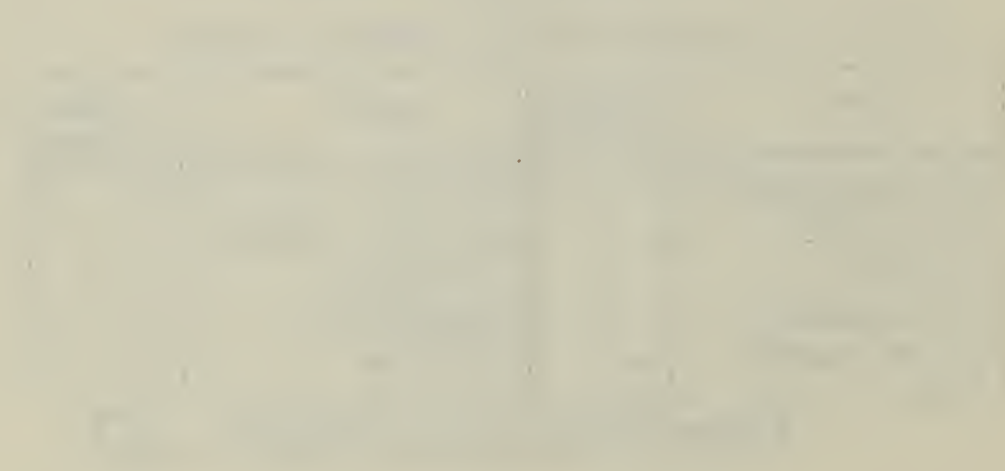


TABLE XXXV

## OTHER TEACHER'S ACTIVITIES DESIRED BY THE TEACHER

Activity	No. of Tchrs.	Activity	No. of Tchrs.
None	20	Gym	1
Dramatics	2	Student Government	1
Audio-Visual Aids	2	Baseball	1
Hi-Y	1	More History	1
Athletics	1	Director of Studies	1
Total of Teachers Desiring Activities 11			

TABLE XXXVI

## ACTIVITIES NOT REQUIRED THAT SHOULD BE

Activity	No. of Tchrs.	Activity	No. of Tchrs.
None	2	Dramatics	2
Public Speaking	2	School Paper	1
Driver Tr. With Credit	1	After-School Sports	1
Dances	1	Self-Government	1
Socials	1	Guidance	1
Athletics	1	Gym	1
Extras Should be Elec.	1	Physical Ed. Classes	1
Hi-Y	1	Radio	1
Some Art Course	1		
Number of Teachers That Feel Need of Change 18			





In order to further check the degree of a teacher's interest, the writer asked, "How would you rather spend your time than in supervision of in-school activities," and received the following replies:

Satisfied (with reservations)	23
Satisfied (without reservations)	17
Study (with reservations)	19
Travel (with reservations)	28
Travel (without reservations)	4
Reading (with reservations)	20
Attending Plays of Other Entertainment (with reservations)	14
Conversation (with reservations)	10
Community Clubs (with reservations)	7
Work for Extra Money (with reservations)	5
Work for Extra Money (without reservations)	1
Get Into College History (without reservations)	1
Blanks	9

A notation of "without reservations" indicates that this was the only desire of the teacher. For example, 23 teachers are more or less satisfied but would like to do one of the others as well; 17 teachers, however, are completely satisfied and have no other desires as expressed by other teachers.

#### Activities That Failed

Table XXXVII merely lists those activities that failed under the supervision of the teacher, with the reason why they failed. Lack of time, facilities and foresight seem to be the three big reasons for failure.

#### Extra Pay

In Table XXXVIII, teachers list those activities for which they receive extra pay in addition to their regular salaries. This pay ranges from \$50 a year for Senior Play Coach to \$600 for Driver Education. Here again, athletics seem to play a big part, for the big three of Football, Basketball, and Baseball are all included, in addition to Track.



TABLE XXXVII

## ACTIVITIES THAT FAILED WITH REASON FOR FAILURE

Activity	Reason for Failure
Basketball	Facilities limited.
Senior Year Activities	Too much for one person.
Senior Party	Lack of planning.
Music	No teacher in town.
Biology Club Valentine Dance	Lack of planning.
Student Government	Poor representatives chosen.
Glee Club	Lack of qualified instruction-time.
Athletics	Argument over rules - poor sports.
Stamp Club	Unknown
Newspaper Column	Poor cooperation - little time.
Athletic Tournament	Lack of time.

TABLE XXXVIII

## EXTRA PAY RECEIVED FOR ACTIVITIES

Activity	Amount of Pay
Basketball Coach	\$150 per year.
Baseball Coach	\$150 per year..
Faculty Manager	\$150 per year.
Chairman, Social Studies	\$100 per year.
Coach of Senior Play	\$50 per year.
Football Coach @ \$.20 per hour	\$200 per year.
Football Games Usher	\$12 to \$15, at \$3 per game.
Travel With Basketball Team	\$.05 per mile.
Driver Education	\$600 per year.
Track Coach	\$275 per year.
Football-Baseball-Basketball	Varies.
Assistant Coach	\$100 per year.
Cross Country Coach	\$150 per year.
After-School Athletics	Varies.
Coaching	\$50 per year.
Athletics	\$100 per year.





### College Courses

Although subjective judgment is inevitably involved in the determination of best or worst courses taken by teachers, such a determination may help the faculty of colleges in making up a program that will suit the needs of prospective teachers. For that reason, the writer included in his survey the questions:

What skills or knowledge would you have found helpful in your present activity program that you might have obtained in a teacher-training program?

What college courses have you taken since being assigned to your activities, in order to fit you more adequately for your job?

From what professional (education) course did you derive the most benefit? the least benefit?

Tables XXXIX, XL, and XLI provide the answers to these questions. 10 teachers felt that courses in sports methods would have helped them in their present program, 9 believe that interviewing techniques would have been of aid in counseling students, 5 feel the need of financial knowledge, 5 believe that dance instruction courses would have been of value, and 4 think that typing would help them in their present position. One teacher spoke of the need for "practical, not theoretical, skills", while another expressed the desire for "practical experience leading youth in varied activities." From Table XL, 12 teachers have taken "Principles of Guidance" or courses related to guidance in order to aid them in their present job.

The strangest part of the results of Table XLI is not that certain teachers have chosen certain subjects as of greatest or of least benefit, but that some teachers regard education courses as of no value whatever. One teacher, for example, notes that he found no course of any value. Two others



TABLE XXXIX

## COURSES THAT TEACHERS BELIEVE WOULD HAVE HELPED THEM

Course	No. of Tchrs.	Course	No. of Tchrs.
Sports Methods	10	Techniques of Interview	9
Financial Knowledge	5	Methods-Dance Instruction	5
Typing	4	Statistics	2
Any Experience Helpful	1	Play Production	1
Library Science	1	Coaching Sports and Plays	1
Plan-Organizing Activities	1	Meth. of Tchng. English	1
Health	1	Psychology	1
Measur. and Evaluation	1	Journalism	1
Coach-Basketball and Ftbl.	1	Supervise Extra-Curr. Act.	1
More Mathematics	1	Two Years of Latin	1
Recreation	1	Broad Course-Extra-Curric.	1
Practical, not Theo., Skills	1	Mimeographing	1
Play Dir. and Staging	1	Prac. Exper. Leading Youth in Varied Activities	1
Public Speaking	1	Athletics	1
Visual Aids	1	Child Study or Psychology	1
Guidance Courses	1		
		Total Number of Teachers	60

TABLE XL

## COURSES TAKEN BY TEACHERS TO HELP THEM

Course	No. of Tchrs.	Course	No. of Tchrs.
Principles of Guidance	6	Audio-Visual Aids	2
Unit Method	2	Aviation for Teachers	1
45 Credits-Guid. and Psych.	1	Group Guidance	1
Teaching Soc. Studies	1	Basketball Clinic	1
Guidance (5 courses)	1	Physiology and Anatomy	1
Super. and Administration	1	Hist. of the Folk Dance	1
Trends-Mod. Coaching of Sports	1	Community Recreation and Administration	1
The Modern Curriculum	1	Audio-Visual Methods	1
Techniques of Interview	1	Occupational Information	1
Teaching of Driver Ed.	1	Methods in English	1
Intercultural Education	1	Typing	1
Frontier in Amer. Hist.	1	Education in a Democracy	1
History of the Far East	1	Master's in Radio-Speech	1
Writing Thesis in Guidance	1	20 Hours Master's Credit	1
Master's-Jr. High Soc. St.	1		
		Total Number of Teachers	38





TABLE XLI

COLLEGE COURSES OF GREATEST AND LEAST BENEFIT TO TEACHERS  
(Subjective Judgment)

Course of Greatest Benefit	No. of Tchrs.	PerCent of Tot.	Course of Least Benefit	No. of Tchrs.	PerCent of Tot.
Student Teaching	9	15.8	History of Education	10	24.4
Methods of Teaching	7	12.2	Princ. of Sec. Ed.	6	14.6
Unit Method	3	5.26	School and Society	3	7.3
Teaching of Soc. St.	3	5.26	Methods in Sec. Sch.	3	7.3
School and Society	3	5.26	Psychology	2	4.9
Methods in Sec. Sch.	2	3.5	All except St. Teach.	2	4.9
Dr. Billett's Meth.	2	3.5	Statistics	1	2.4
Ed. Measurements	2	3.5	Princ. of Guidance	1	2.4
Methods Courses	2	3.5	General Education	1	2.4
Methods	1	1.7	Psych. of Adolescence	1	2.4
Many	1	1.7	Many	1	2.4
Public Speaking	1	1.7	Public Speaking	1	2.4
None	1	1.7	Both of Them	1	2.4
Benefit From All	1	1.7	Research Methods	1	2.4
All Dr. Billett's	1	1.7	Lead. Movements in Ed.	1	2.4
Improv. So. St. Ins.	1	1.7	Teaching Soc. Studies	1	2.4
Warren's Principles	1	1.7	Ed. Sociology	1	2.4
Methods and Mater.	1	1.7	Most "Methods"	1	2.4
Tchng in Prim. Gr.	1	1.7	Except. Child Study	1	2.4
Mahoney-Sch. & Soc.	1	1.7	Sec.Sch.Org. & Adm.	1	2.4
Ed. for Democracy	1	1.7	The Changing Curric.	1	2.4
Social Studies	1	1.7	Total of Teachers	41	100
Statistics	1	1.7			
Tests and Measure.	1	1.7			
Bernard-Tchng Hist.	1	1.7			
Frontier in History	1	1.7			
Princ.Meth.-Soc.St.	1	1.7			
Geography- Chase	1	1.7			
Zoology 1 B	1	1.7			
Total of Teachers	52	100			

Three teachers stated that they had never taken an education course.

One of the three declared that such courses were not necessary.

Name	Age
John Smith	25
Mary Jones	30
James Brown	22
Elizabeth White	28
Robert Black	20
Sarah Green	24
Thomas Grey	26
Anna Hall	23
William King	27
Margaret Lee	21
Charles Miller	29
Elizabeth Moore	25
George Taylor	22
Mary Wilson	28
John Adams	20
Sarah Baker	24
Thomas Clark	26
Anna Evans	23
William Foster	27
Margaret Grant	21
Charles Harris	29
Elizabeth Hill	25
George King	22
Mary Lee	28
John Miller	20
Sarah Moore	24
Thomas Taylor	26

note that no course is of any value except Student Teaching. Another states, "Both of Them," when asked which course is of least benefit, and indicates that these are the only two education courses he has ever taken. Three teachers, graduates of the College of Liberal Arts, declare that they have never taken an education course; one of the three says that education courses are not necessary, for, "Subject-matter is enough."

While Student Teaching tops the list for courses of greatest benefit, a tabulation of those courses regarded as methods courses indicates that 19 regard general methods courses as of greatest value. One teacher stated that she had benefitted from all courses. In an effort to determine why three teachers should regard School and Society as the best course and three should feel that this was the worst, the writer tabulated the graduation dates of the teachers affected. It was discovered that those who had chosen School and Society as the course of most benefit had received Bachelor of Science degrees in 1940, 1943, and 1943, respectively, and Master's degrees in 1946, 1947, and 1948; those who had regarded this course as of least benefit had received Bachelor of Science degrees in 1947, 1948, and 1948. Thus, there seems to be some relation between the subjective value of courses and the year of graduation, or, more probably, the instructor.

#### Advice to Prospective Teachers

The final section of the questionnaire, before the teacher's estimate of the total teaching load, is the advice of the graduate to the teacher still in school. In this section the teacher is asked to advise the prospective teacher in the light of his experience, in order that the prospective teacher may receive the benefit of any knowledge that the graduate has acquired in his career, and that will help the new teacher. This advice was





given by teachers in their own words, and recorded as given. Without attempting to edit this advice, the writer will record it as given by the fifty-two teachers who replied to this question:

Get adequate background, if a history teacher, really learn the subject, don't dabble in it. The average teacher has not enough background.

Gain knowledge of keeping the state "register", of computations involved in different marking systems, etc.

Develop at least  $\frac{1}{2}$  dozen abilities in extra-curricular activities. Understand English Teacher's problems and social studies aims. Have guidance.

Take the minimum of education courses and more liberal arts.

Go to a college where they obtain real teacher training and not superficial exposure to classroom situations.

Take a broad coverage in academic courses if planning to teach in a small school, as broad a coverage as possible.

More emphasis on methods. More on "How to do" instead of "What to do."

Know your subject well enough to make it interesting to persons ordinarily hostile to it. A student not interested in a course will learn nothing, (although he might make good grades by cramming for tests.)

Patience! Disciplinary methods applicable to "free" young Americans.

Forget teaching and get a position with money - try business college or even join a union- truck driver, mill worker, etc. All get more than teachers.

Develop yourself in as many activities as possible: sports, theater, clubs, hobbies.

Do not go into teaching unless you like students and are willing to put up with a lot of red tape and time lost in many futile interviews for positions.

Bibliography - read, read, read in your field and related fields.

Like people and children - have plenty of energy.

When accepting a position know definitely the number of hours per week you will teach.

Know your subject matter and do all in your power to make it live for your students. If a teacher loves her subject and knows the material she can excite attitudes in the minds of her students which will result in their love and knowledge of her subject.



Get as much training as possible before beginning to teach.

See, know people, ways of work, sport, etc. Go see publishing house, newspaper plant, zoo, museum, get acquainted with National Geographic Magazine.

Collect a variety of teaching techniques, the more the better, to avoid repetitious procedures.

Avail yourselves of all opportunities to observe master teachers in their classrooms.

Specialization in several related fields is much to be desired, but broaden your scope of interest by being well informed in various fields. Continue study of methods as well as research in your major field.

Try to go to as large a school system as possible and be sure to teach your major subject.

Don't go into teaching if you have scholarly leanings. You'll be pulled two ways the rest of your life. Acquire a vocabulary of large, vague words. They go well at educational meetings and impress people with your zeal. If you are going to be caught by activities, and you will be, better do a bit of work on dancing, music, dramatics, etc., in college.

Men- except athletic directors stay out of it- Women, its a wonderful training for parenthood.

Get as much experience as possible in working and playing with children of all ages.

Have the ability to obtain and maintain friendly relations with students. There is a need of new teachers to "reach" the students in a classroom, text-book, and golden rule manner.

Watch your best teachers' techniques, adapt them to your own personality, and if you don't love kids, don't try to teach. If you do love them, learn your pet field from top to bottom.

Be prepared to teach almost everything at one time or another.

Be ready to teach in several fields.

Avoid teaching on the junior high level. Realize modern discipline situations that must be faced. If possible, avoid small-town schools.

To do an A-1 job in social studies as suggested in college one has to work morning, noon, and night and even then one can't do all the work.

Have practical experience in group work such as scouting, Church School.





Be sure you know what you are doing.

A balanced background is essential; athletic, social, intellectual, in order to communicate.

Get a good general methods course; but adapt oneself to the school and community as quickly as possible, and do not attempt the revision of an educational system in one year.

Give it a try. If you don't like it and all that goes with it, get out quick.

Be active in extra-curricular activities and seize every opportunity presented to learn something of interest, even if it seems valueless at the time.

Be a dentist!

Fully inform yourself of the teaching conditions before you take any job.

Determine whether you will be a good disciplinarian before deciding to teach.

The first year of teaching is the most difficult.

Prepare to give guidance as much as possible.

Become familiar with many varied activities.

Take part in more extra-curricular activities in college. Never be less than an expert in your subject. Matriculate at a liberal arts college.

Each student should plan for methods courses not only in his major field, but in his minor fields.

Be ethical- cooperate with the administration- expect to put in extra hours of work outside of actual classroom teaching.

Know your subject and take extra practice teaching.

Be continually conscious of the need to save time. Build a professional library while in college.

Take courses in methods of teaching.

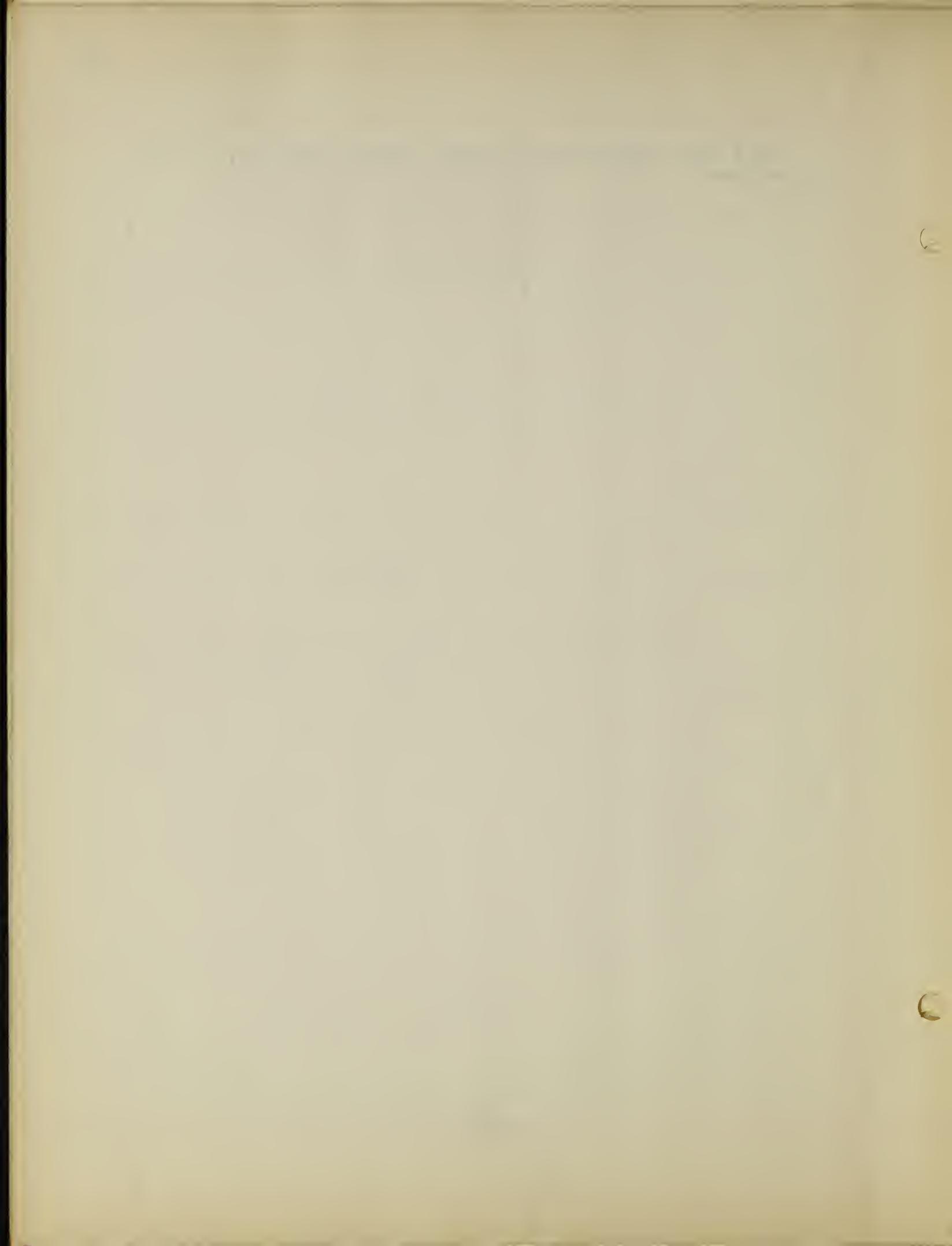
Be very sure that teaching is the right profession for you.

Prepare for broad interests that can be utilized for extra income and interest- a definite aid to a prospective teacher.



Don't enter teaching unless you have a sincere interest in, and love of, children.





## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

In concluding this study, it is necessary to turn back to Chapter I, note those objectives which have been outlined for it, determine whether these objectives have been fulfilled, determine the important findings disclosed by the study, and make recommendations in the light of these findings.

The major purposes of the study, as stated on page 8, Chapter I, were to determine if the follow-up study conducted by the author is of practical value in securing information about teaching graduates, and to decide whether or not such studies can be conducted economically or not at the School of Education by the year-by-year method which is necessary for the proper securing of accurate and changing information on trends, salaries, etc. More specific purposes of the study included the discovery of the best method of obtaining addresses of graduates, finding out whether or not graduates will cooperate in the study, the type of questionnaire that is most effective, whether or not questionnaires should be sent to principals and superintendents, the discovery of whether or not most graduates go into teaching of their choice, other occupations represented, the various aspects of teaching positions held by graduates, the type of tables, charts, and graphs that will most effectively tell the student about the work of graduates, the most economical method of conducting follow-up studies by the School of Education, and the references to be used in discovering other results and forms to be used in follow-up study. By discussing the specific objectives of the study, the writer believes that the general objectives of the study will be determined as accomplished or not achieved.

1. What is the best method of obtaining addresses of graduates and of



contacting them for the purpose of follow-up study?

As noted in Chapter IV, the writer tried several methods of securing the addresses of teaching graduates, and finally used those which he had obtained in the "Hub" and at the Placement Service. Even these, however, were not entirely satisfactory, for only about fifty per cent of graduates replied to the questionnaires and cards sent out. Obviously, then, although the writer had used these methods of obtaining addresses, some more suitable method should be found in order to increase the percentage of replies.

In order to increase the value of follow-up studies, the writer would like to suggest that students be assigned at graduation to have graduates fill out cards upon which they write their names, present addresses, positions obtained, major and minor in college, and whether or not they intend to maintain their present address. In this way the school, with an adequate filing system, will have the most recent addresses of graduates that can be obtained, at little or no expense. Thus the school may take advantage of the time before graduation to engage in some valuable research, "Hub" addresses may be checked, a minimum of money need be spent in mailing pamphlets, catalogs, etc., and the Alumni Association and Placement Service will benefit as well. Students assigned to this experimental task may have it count toward credit in one of a number of courses, since such research will provide valuable training for the future teacher. If such studies prove impractical, however, the school may continue, with slight misgivings, to employ the Placement Service and "Hub" lists as sources of information. Sample X is suggested for use in the experimental study to be conducted on Graduation Day.

2. Will graduates be cooperative in replying to questionnaires sent out, or will some motivation be necessary before they do cooperate? What is the





## SAMPLE X

CARD FOR USE IN EXPERIMENTAL STUDY ON GRADUATION DAY

PLEASE FILL OUT THIS CARD AND RETURN TO THE USHER

Name \_\_\_\_\_

Present Address (note here the address you will use  
during the coming year)

\_\_\_\_\_

\_\_\_\_\_

Degree \_\_\_\_\_ Major \_\_\_\_\_

Position You've secured, or your job title during  
the coming year:

\_\_\_\_\_



nature of that motivation?

It is evident, from the percentage of answers received from Social Studies majors at the School of Education, and from Master's candidates, that many graduates do not need further motivation in order to reply to questionnaires. The returns from earlier graduates, however, and from graduates in other fields, leave much to be desired. For this reason, it seems necessary for the school to offer something to the graduate for the time he spends in filling out follow-up forms. If the graduate, while he is in school, however, takes advantage of follow-up studies conducted for his benefit, if he engages in these studies himself as part of his training, and if he realizes the value of such studies conducted officially by the school, he will cooperate much more fully than if he notes a study being conducted by one person merely in fulfillment of requirements for a Master's degree. As Josko says, the graduate must become follow-up minded. In addition, if the school sends to its graduates summaries of the follow-up studies which it conducts, telling them of states where salaries are higher than those they now receive, or of methods they may employ to improve their teaching, the bond between school and graduate will become stronger, and cooperation will be almost assured.

3. What type of questionnaire will be most effective in securing maximum results from the study?

There is no question that the questionnaire used by the writer in the present study was too long for practical studies, even though he obtained information on a variety of topics. In several cases, this information is significant, but in many other areas the information secured is of such minute value that it might well have been eliminated. The amount of the questionnaire devoted to "Helping Pupils and Contacting Parents", for example, might





have been eliminated by a better choice of words, or that on "Records and Reports", reduced as well. In any case, constant revision is necessary in order to secure greatest efficiency. No question should be asked, the answer to which will not be used in some way to help the pupils, faculty, or graduates of the university. In other words, if the administration intends to ask a question of its graduates, it must be prepared to use the answers received in helping someone. Filed answers are of no value to anybody.

4. Should questionnaires be sent to superintendents and principals?

From the few results obtained regarding schools in this study, it seems evident that a well constructed questionnaire sent to the administration of a school where graduates are likely to teach will aid students greatly in selecting their positions. One graduate, for example, might not have accepted a position in a town where extra-curricular activities are banned if he had had foreknowledge of such conditions. The salaries offered by various schools should be matters of record at the School of Education. It is the duty of the school, this writer believes, to have all information regarding a school system that is public information, and to have this information on as many schools as possible which represent localities where graduates are likely to teach. As part of their training, Boston University students could make comparisons, study conditions, and visit communities thus studied, with valuable results for the town, the student and the School of Education.

5. Do most graduates go into teaching of their undergraduate choice, or into teaching at all? What other occupations are represented among graduates? Does this indicate lack of guidance in the training school, or are the positions represented similar to teaching in their requirements, or an advanced phase for which teaching is a prerequisite?



It is difficult to decide, on the basis of the small number of returns of postcards and questionnaires, whether most graduates are teaching social studies or not. The writer did not even know the number of social studies majors with whom he was dealing, and thus could not compare positions secured with college majors. Table V, however, indicated that those graduates who were not teaching were engaged in work related to education, and that many had returned to Boston University or to other colleges for further study. This study, it may be repeated, due to lack of initial knowledge of social studies majors and proper addresses, did not secure adequate information regarding positions held by graduates. It is difficult to determine whether the few non-teachers represented in the study would have benefitted more by attendance at another college, or another branch of Boston University, but some graduates, perhaps, if exposed to teaching situations earlier than that which they had secured in Student Teaching, might have dropped out of school or changed their programs to courses for which they were better fitted. Certainly observation of teachers and discussion of teaching problems with them is a valuable supplement to classroom notetaking. Many graduates had secured positions which may rightly be regarded as advanced ones for which teaching is a prerequisite, such as High School Principal.

What are the various aspects of the teaching positions held by graduates, such as subjects taught, extra-curricular activities engaged in, administrative responsibilities, guidance activities, help in curriculum revision, interests, and other phases of the teacher's job taken up in the questionnaire, chapter three?

A summary of the pertinent and valid information secured in chapter four reveals the following pertinent facts regarding social studies teachers who



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6

have graduated from the university:

1. Twenty-nine teachers were teaching in junior high schools, twenty-eight in senior high schools, and eight in both branches of the secondary school. The senior high school teachers seem to teach fewer subjects, although they spend as great a length of time per week in teaching, and their preparations are thus reduced. Senior high teachers, also, seem to be departmentalized more than junior high teachers, and thus may teach only social studies, while junior high teachers have a greater variety of subjects per teacher. Thus, the senior high school seems more desirable.

2. Most graduates of Boston University remain in New England to teach, and a good many of them are within commuting distance of Boston. The majority of teachers are in small towns or cities, and none surveyed was teaching in the City of Boston.

3. While the School of Education graduate is justified in seeking as high a salary as possible before accepting a teaching position, he will not be likely to obtain more than \$2200 in Massachusetts with a Bachelor of Science degree, little more elsewhere, and only about \$2300 or \$2400 with a Master's degree. Teachers with experience are able to move from one school to another and to command the higher salaries. Even a teacher of ten years experience, however, receives, on the average, between \$3000 and \$3500. Most teachers can expect to receive annual raises in salary, however. The analysis of salaries by states is not possible with the number of teachers studied.

4. Without question, a Master's degree is an aid to securing a teaching position, and to receiving a higher salary. The cost of the degree, however, will not be paid for during the first few years of teaching, since Master's graduates and Bachelor's graduates receive about the same starting salary.



5. Teachers tend to overestimate the time that they spend in teaching activities, unless some area of this study has been neglected. According to figures secured, only about one third of teachers work less than forty-five hours a week, while the remainder spend a greater portion of their time in teaching and teaching activities. A few teachers, living in at private schools, spend almost all of their time in teaching activities. Nine teachers, or thirteen per cent, spent less than thirty hours a week in teaching activities, according to objective figures.

6. Extra-curricular and administrative activities take up a good portion of the time of social studies teachers, and thirty-two per cent or twenty-two teachers spend five hours a week or more in extra-curricular activities. Although administrative activities, according to this survey, includes study hall supervision, forty-five teachers or sixty-five per cent spend five hours a week or more in these activities. Guidance activities are not as important as the other two, but they should be considered. Thirty-three teachers spend twenty hours or less in subject-matter teaching, while ten spend thirty hours or more teaching.

7. The average teacher has approximately two sections of American History to teach each week, representing about ten hours a week. This is the most important subject taught by social studies teachers, although others which utilize American History in their content also take up a portion of most teachers' time. Forty teachers out of the sixty-nine studied teach American History as a specific subject. The most widely employed companion subjects outside of social studies taught by social studies teachers, especially in the junior high school, are English and arithmetic.

8. Sports and Dances, as well as Dramatics, take up a good portion of





the extra-curricular duties of teachers, and stamp and debating clubs are few in number. The emphasis is on active participation of students in athletic types of activity, with discussion types of clubs running a poor second. This may be due to the fact that discussion is going into the classroom, and that groups of this type meet during the regular school day. Teachers are used as chaperones and as general helpers in a great many activities of a social nature, where pupils meet informally in large groups.

9. The homeroom is the center of guidance for the social studies teacher, but is also used for keeping records, for student government, and for other planned activity. Many teachers utilize the homeroom merely as a study period.

10. As part of their administrative duties, 34 teachers engage in study hall supervision for an average of 4.67 hours a week. About fifty per cent of teachers aid the administration in curriculum revision.

11. Teachers are usually selected for activities arbitrarily or because they are new teachers, or else they volunteer for the activities in which they engage. Some teachers must take certain activities because they teach courses associated with those activities.

12. All except two teachers were required to fill out records and reports of some type during the school year, and these two did not answer, leading to the conclusion that all teachers are required to make out some records and reports.

13. Most teachers help pupils who are failing by some method, whether it be individual conference, after-school tutoring, or referral to the Guidance Department.

14. Only fifty-two percent of schools reporting had an official guidance program, and only 28 per cent of schools reporting had directors of extra-



curricular activities. Sixteen per cent of teachers wished that they had majored in some other teaching field, and sixteen percent. in something other than teaching.

15. One teacher indicated that extra-curricular activities are not allowed in his school. Eight teachers had had experience with extra-curricular activities forbidden or stopped.

16. Social studies teachers, with backgrounds in history as their major subject, regard this subject as the most interesting and the easiest that they have to teach. Other subjects, with which they are less familiar, they regard as more difficult and as of less interest.

17. Forty-eight teachers are genuinely interested in the activities that they sponsor, while nine merely tolerate them as necessary. While twenty-three teachers are generally satisfied with their jobs, the others would like to engage in various pursuits like travel, reading, etc.

18. Sponsors of sports programs and coaches received the greatest percentage of extra pay granted. One teacher, teaching driver education, received \$600 a year for this activity.

19. Teachers wished that they could have taken courses in sports methods, finances, interviewing techniques, dancing, and typing, in order to fit them more adequately for their jobs. Most courses taken in college by teachers after they had begun teaching were of value in their teaching careers.

20. Methods courses and Student Teaching were regarded by teachers as their most valuable courses in college, while classroom courses dealing in generalities were of least value, they felt. A lack of appreciation of the School of Education was expressed by several teachers who regarded courses as a waste of time. This feeling is reflected in some of the advice given to





prospective teachers.

21. Advice to prospective teachers may be broken down into various areas, according to the advice given. One group suggested that teachers-to-be forget about teaching entirely, due to the low salary. Another urged teachers to know their subjects above all else, and to attend a liberal arts college if possible. A third group suggested that teachers obtain as broad a background as possible, engage in extra-curricular activities at college, and try to obtain experience in handling groups of children. Most teachers suggested that if the student liked teaching he should not hesitate to go into it, but that he didn't care for children or teaching, to leave the field as quickly as possible.

#### Recommendations

In the light of the data secured through this follow-up study, the writer makes the follow suggestions:

1. Students of education in Social Studies should continue to major in American History as their major subject, with other history courses to round out the picture. They should obtain a broad coverage in the other Social Studies, Sociology, Geography, Government, and Economics, since these are all contained in the various social studies as taught in high schools, even though they may not go by that name. English or Mathematics provides a good minor for these subjects, especially for junior high schools.

2. Teachers should expect to teach in junior high schools in their first position, and thus should try to secure a student teaching position in a junior high school.

3. The School of Education should conduct further studies on the needs of teachers, and in the light of findings, if they prove what this study in-



dicates, offer broad courses in sports methods to all teachers, or a general course in extra-curricular activities, in which the college student selects those activities in which he is especially interested for further study.

In addition, courses in interviewing, for the purpose of establishing rapport between teacher and pupil, and in the conducting of the homeroom, for the purpose of improving the administration of that important part of the modern school, should be offered to students. Far too many homerooms are merely places where the pupils study while the teacher catches up on his reading or his record keeping. Courses in guidance, of course, should include the individual and group aspects of this function.

4. Students in the School of Education should be encouraged and even required to engage in certain extra-curricular activities, in order to keep in touch with the student's viewpoint and to learn more about a greater variety of activities.

5. All of those routine activities, mimeographing, record-keeping, typing, and running of movie projectors, in which the prospective teacher may feel inadequately prepared, should be taught as brush-up courses, or included during the months that the teacher engages in student teaching. These routine activities, in which all teachers are expected to be proficient, should be listed by the school and checked by the teacher before graduation.

6. As suggested before, the school should maintain a list of all schools and towns where graduates are likely to teach, in order that the prospective teacher may study a location before he accepts a position.

7. The school should accept the subjective evaluation of graduates regarding subjects, not as "Sour grapes", but with a true scientific attitude of study, evaluation and revision, if necessary.



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results of the study have significant implications for the field of research and may lead to further developments in the future.

5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.

Returning to the objectives of the study, the writer asks:

7. What type of tabulation sheets, charts, graphs, etc., will most economically, accurately, and interestingly demonstrate to the School of Education students the nature of the positions held by graduates.

For the answer to this question, the writer refers his readers to the tables, charts, and graphs employed in this study.

8. How can the School of Education most economically conduct follow-up studies without entailing overwhelming expense and experiencing diminishing returns for the effort expended upon the project?

The first step in the obtaining of accurate results in follow-up studies is the securing of correct and recent addresses. This has already been discussed. Secondly, by employing students in follow-up studies as part of their regular training, instead of having them write term papers based on knowledge obtained in one or a few books, the school is able to serve the double purpose of securing important information and educating its students, who can derive important knowledge from the studies they make. The students thus engaged also become "follow-up" conscious, and when they graduate are glad to cooperate in further studies conducted by those who follow them. Lastly, the school should maintain an accurate file, kept by students, of graduates who are teaching, and pertinent information on these graduates.

9. What references may be used to discover the nature of other follow-up studies already conducted, and to utilize the experience of others in saving time and money?

These have already been indicated in Chapter two.

#### Conclusion

In spite of the wide scope of this study, and the experimental nature



of the results obtained, the writer feels that a good deal has been discovered regarding social studies teachers, graduates of Boston University. Perhaps it is too much to expect, however, that the results of the thesis will be utilized in starting some sort of follow-up service at the School of Education. Studies of this kind, if not employed for some useful purpose, should never have been started in the first place. The writer has gained much valuable information from the study, and trusts that prospective teachers may derive some benefit from it as well.





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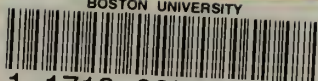
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